Board of Teacher Education Queensland

THE BACHELOR OF EDUCATION DEGREE IN THE QUEENSLAND ADVANCED EDUCATION SYSTEM: AN EVALUATION

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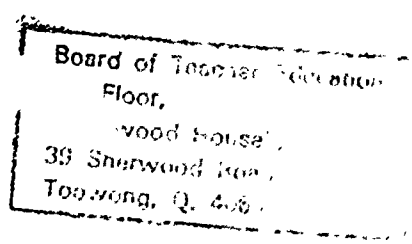


PREFACE

This report presents the results of the Board of Teacher Education's investigation into the Bachelor of Education degree in the Queensland advanced education system. A summary report of the study is also being prepared. The summary report is being widely distributed and is available on request from the Board of Teacher Education.

The results of the study are based largely on information gained in interviews with and a questionnaire survey of teachers and teacher educators. As it would have been impossible to conduct the study without the cooperation of the teachers and teacher educators who gave their time for interviews or to complete questionnaires, the Board wishes to thank them for their contribution to the project.

This report was prepared by Greg Duck and Elizabeth Webb. Debra Cunningham was involved in the early stages of the project and carried out the literature review and some of the interviews.

The study was undertaken under the aegis of the Board's Research Committee, the membership of which is shown in Appendix 6. Thanks are extended to Geoff Bull (Darling Downs Institute of Advanced Education), Neil Dempster (Department of Education), Debra Hollywood (Macgregor State School), Glen Postle (Darling Downs Institute of Advanced Education), John Schmidt (Brisbane College of Advanced Education) and Ian Whelan (Capricornia Institute of Advanced Education) for acting as consultants on the project.

The contribution of Jackie Sorensen, who typed the report and entered data on to computer files is also gratefully acknowledged.

CONTENTS

CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Development of the Bachelor of Education degree in Queensland

Bachelor of Education programs are offered in the Queensland advanced education systems as in-service degree programs for teachers with at least one year's teaching experience. The B.Ed. degree can be conceived of as including the first three years of study required for completion of the pre-service Diploma of Teaching, together with an additional year of study taken after a period of teaching experience. Thus, teachers holding a Diploma of Teaching or non-education degree plus a Graduate Diploma in Teaching or a Diploma in Education may complete the Bachelor of Education degree by undertaking the equivalent of a further year's full-time study. Teachers with fewer than three years' pre-service study may also enter the Bachelor of Education program, but must complete studies in addition to the one year's full-time equivalent required of teachers with a Diploma of Teaching. Although the final year of the program may be undertaken by full-time study, only a very small proportion of teachers choose to do this, with the vast majority undertaking the degree part-time over two or more years while continuing to teach.

The development of the Bachelor of Education degree in the Queensland advanced education system can be traced to the Murphy Committee's review of Teacher Education in Queensland (1971). In 1968, the interim report of the Murphy Committee recommended three-year training for intending primary teachers: this was phased in between 1969 and 1971. In its final report, the Murphy Committee argued that "teachers should be encouraged to undertake further studies beyond, and subsequent to, their initial training" and that colleges of advanced education should offer courses to teachers to improve their qualifications.

By 1972, Queensland colleges were beginning to plan Bachelor of Education programs. The first submission to the Board of Advanced Education for the accreditation of such a program was made in March 1973 by the Darling Downs Institute of Advanced Education. The first Bachelor of Education programs were offered to teachers in 1977 by the Darling Downs Institute of Advanced Education, Kelvin Grove College of Advanced Education, Mount Gravatt College of Advanced Education and Townsville College of Advanced Education.

The development of Bachelor of Education programs was given further impetus by the Bassett Committee's 1978 Review of Teacher Education in Queensland. The Bassett Committee conceptualised teacher development as a continuous career-long process which includes both pre-service and in-service education as continuous stages in a single coherent pattern. In the Bassett pattern, initial teacher preparation involves a pre-service phase focusing on the needs of the beginning teacher, an induction period of teaching of at least one year, followed by the completion of a degree in education, usually by part-time study.

The Bassett Committee argued that it regarded the case for requiring students to gain teaching experienc before undertaking the final year of the degree course as compelling. While recognising that much can be done during a course of pre-service teacher education to encourage students to relate practice and theory, the Committee took the view that it is when they come to grips with the practical problems of teaching as teachers that they can gain most from pedagogical theory and the background disciplines on which it rests.

The Committee stressed that, while it considered that the fourth year leading to a degree should be required as an integral part of a teacher's preparation, it did not wish to see pre-service courses extended by a year before the teacher is employed, arguing that there are diminishing returns if a course of teacher education is lengthened without the benefit of professional experience.

Although the Bassett Committee recommended that the completion of a degree be made mandatory, the Board of Teacher Education, while endorsing the Bassett pattern, decided that the completion of a Bachelor of Education by teachers should be voluntary.

There was not, however, universal agreement among the teacher education community in Australia that a Bachelor of Education degree should be completed as an in-service rather than as a pre-service qualification. The National Inquiry into Teacher Education (1980) took the view, for instance, that four years' pre-service preparation should be the norm for all teachers.

Nevertheless, the Bassett pattern was adopted in Queensland and in-service Bachelor of Education degrees were developed and implemented by all colleges of advanced education in Queensland offering teacher education programs. The Bachelor of Education degree is now available through the Brisbane College of Advanced Education, Darling Downs Institute of Advanced Education, Capricornia Institute of Advanced Education, Institute of Advanced Education James Cook University of North Queensland and McAuley College.

Since the Bachelor of Education was first introduced in 1977, enrolments in these programs have increased from 233 to 2,018 in 1985. In recent years, however, there appears to have been many more teachers seeking to gain entry to Bachelor of Education programs than there have been places available: this shortage of places has been most acute at the Brisbane College of Advanced Education (Brisbane College of Advanced Education, 1984).

Bachelor of Education programs in all institutions are regularly reviewed. It is a requirement of accreditation that major program reviews are undertaken every five years and that revised programs resulting from these reviews are formally accredited by the Board of Advanced Education, after considering the advice of the Board of Teacher Education. Detailed surveys are regularly undertaken in conjunction with these reviews (e.g. Brisbane College of Advanced Education, 1983).

1.2 Purposes of the project

As part of its function of keeping teacher education in Queensland under continuous review, the Board decided in 1984 to undertake an evaluation of the Bachelor of Education degree in the Queensland advanced education system. The study aims to investigate the influence of the Bachelor of Education degree on school and teacher development and to examine the experiences of students enrolled in Bachelor of Education degrees. The primary audience for the results of the study is the Board of Teacher Education itself. During 1985 and 1986, the Board is also conducting a major review of teacher education in Queensland (Project 21: Teachers for the Twenty-first Century) and the results of the research on the Bachelor of Education would provide a potentially useful input into the review.

A second aim of the project is to provide information which the teacher education community in general and individual tertiary institutions could use to assist them in discussions and reviews of B.Ed. programs. Other audiences for the study are therefore those involved in planning Bachelor of Education programs, in particular, heads of schools of teacher education, Bachelor of Education coordinators and course development committees in tertiary institutions; staff involved in teaching units in Bachelor of Education programs, and school principals and teachers.

1.3 Framework for the study

A conceptual framework was developed to guide data collection and thinking about the study of the Bachelor of Education degree. This is shown diagrammatically in Figure 1.

In summary, the framework proposes that the characteristics of teachers entering the course influence their motivation to participate; both of these factors have an influence on the intentions, aims and goals of the Bachelor of Education degree. The intentions envisaged for the degree influence the formal structures set up to achieve the intentions and these, in turn, together with the teacher entry characteristics and motivation to participate have an influence on the student experiences within the course. All of these factors, in turn, influence the outcomes of the program, with the effects being mediated through school contextual factors.

An outline of the type of information collected in each area is given below.

Teacher entry characteristics

- Age
- Sex
- Teaching experience
- Qualifications
- Position

Motivation to participate

- Reasons why teachers enrol in a Bachelor of Education program including both intrinsic and extrinsic reasons
- Reasons why teachers do not enrol in a B.Ed.

Aims of B.Ed. programs

- Stated and desired aims

Structure of program

- The B.Ed. as an in-service or pre-service program
- Concept of B.Ed. programs
- Balance between core and elective units
- Organisation of offering of B.Ed. units

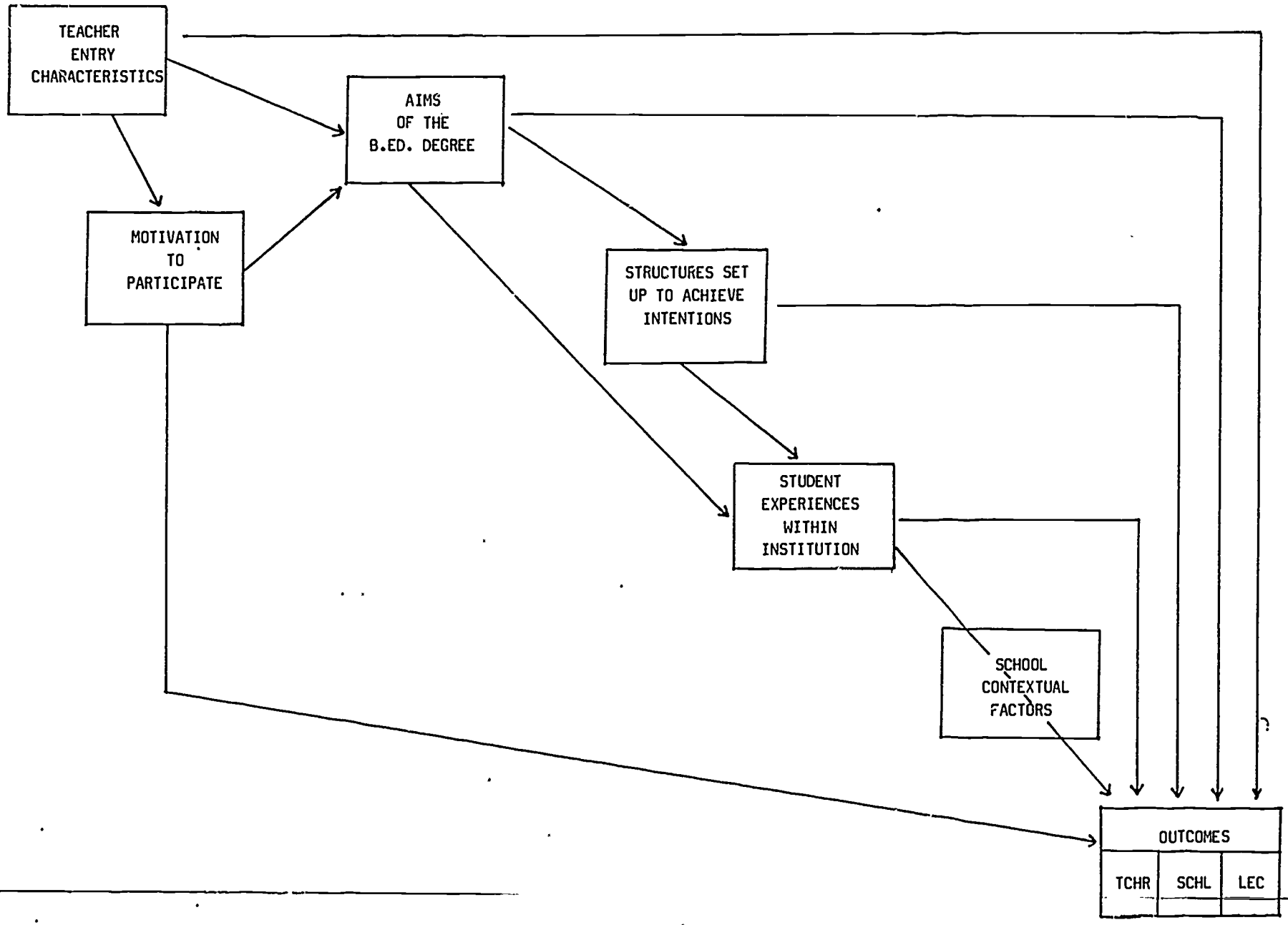
Student experiences within course

- Studying as an external student
- Studying as a part-time internal student
- Studying as a full-time student
- Workload
- Teaching-learning methods
- Methods of assessment
- Withdrawal from the program

School contextual factors

- Type
- Sector
- Level
- Location
- Attitude of school administrators
- Attitude of colleagues
- School conditions hindering or facilitating the influence of B.Ed.

Figure 1: A framework for studying the Bachelor of Education degree



Outcomes

- Effects on teachers who completed or are enrolled in the B.Ed.
- Effects on the school as a whole
- Effects on lecturers

1.4 Review of literature

The development of the framework outlined above was aided by a review of the literature on in-service teacher development and adult education, and by preliminary, unstructured interviews or chats with teachers, principals and Bachelor of Education coordinators in tertiary institutions. The review of the literature was broad in scope and ran to some seventy pages. A brief outline of relevant sections is presented below.

Teacher entry characteristics

The literature on adult education shows that adult learners differ from one another in various ways. The varied characteristics of adults in general or teachers in particular need to be taken in to account in the planning and implementation of adult education programs, of which in-service teacher education might be considered an example. With respect to adults in general, Smith and Haverkamp (1977) argue that adult educators need to be sensitive to an adult's learning style, i.e. individual preferences for methodology and learning environment, and individual cognitive abilities and dispositions. Some adults learn best by doing, others by observing, by thinking, by designing and so on (Skertchly, 1981; Williams, 1980). Differences in adult learners may also be conceptualised in terms of an adult's psychological stage of development. Tarule and Weathersby (1979) indicate therefore that adult educators need to recognise the developmental pre-requisites of their methods and program structures.

Teachers too come to a program with differing characteristics. At a basic level, there will be differences among teachers in terms of their previous teaching and educational experiences, age and sex. Teachers will also be at different stages of their development as teachers. Fuller (1969), for instance, showed that teachers' concerns might be considered as developing from early concerns about self, through task concerns about teaching to later concerns about the effects of their work on pupils.

Motivation to study

The adult education literature suggests that there are a number of factors which affect an adult's motivation to participate in further study. These include: an adult's self-confidence in his or her abilities; attitude towards education; attitudes of co-workers and family, and the perceived relevance of a course to an adult's goals (Cross, 1982; Rogers, 1979). Barriers to participation include situational barriers such as lack of money or time; institutional barriers such as inconvenient schedule or locations or inappropriate courses of study; and dispositional barriers, i.e. attitude towards oneself as a learner (Cross, 1982).

Research on reasons for teacher participation in in-service education suggests a diverse range of motivating factors. Alexander (1981), for instance, found that teachers' reasons for enrolling in advanced diploma courses ranged from obtaining a qualification for promotion to personal and professional development. A South Australian survey of teachers (South Australian Enquiry into Teacher Education, 1980) found that professional development was generally seen as a more important reason for participating in in-service activities than considerations of promotion or upgrading of qualifications.

Survey data and submissions made to some of the Australian inquiries into

teacher education in the late 1970s indicate that the major factor preventing teacher attendance at in-service activities is lack of time. Other reasons identified by the inquiries were teachers' sense of responsibility to colleagues and pupils, lack of awareness of in-service courses and geographical isolation.

Student experiences within institutions

Teaching/learning methods

It has been argued that because adults are assumed to be more self-directing than younger learners (Knowles, 1978), they should be involved in course formulation and in decisions about what and how to learn (Buxton and Keating, 1982). If adults help to plan and conduct their own learning experiences, they will learn more than if they are passive recipients (Abramson, 1976; Lippit, 1974). Total learner control, however, is not advocated. Skertchly (1981), for instance, argues that learners, in varying degrees, need assistance in defining aims and making plans for learning, and that if learner control is introduced too quickly it creates uncertainty and leads to long, wasteful discussions.

Adult education writers also argue for the use of adults' prior experience as a valuable resource in programs. Arends, Hersh and Turner (1978) consider that adult learners have a need to integrate in new ways the knowledge and skills they possess. The greater experience of the adult learner acts as a resource that the educator can draw on; methods which build upon and use experience will produce more learning than other methods. In the evaluation of the British Bachelor of Education degree (Evans, 1981), it was found that teachers responded positively to approaches which make clear that the experience that teachers bring with them is valued.

The role of the adult education lecturer should be more that of a facilitator of learning than an instructor. The learner-teacher relationship should be characterised by collegiality (Arends, Hersch and Turner, 1978); similarly, Tough (1971) suggests that a feeling of equality should be promoted between the adult educator and adult students. Thus, the adult educator should feel no need to pretend or bluff, will be interested in establishing a friendly relationship with the learners, arrange seating so that all learners can see and hear one another, expect to be a learner as well as a helper and have the learners assume certain responsibilities in planning learning activities. Carrier (1980) suggests that adult educators should guide students when they would benefit from direction, but encourage teacher-learners to make those decisions which they can make for themselves.

The literature suggests that frequent use should be made of discussion as a teaching-learning method. Neville (1979) concluded from his study that adult educators should be aware that passivity and teacher-dependence among students minimise the amount of learning which occurs. Moreover, he argued that improving communication among group members is effective in helping students learn from one another. The Victorian In-Service Education Project (Batten 1975), in a survey of Victorian teachers, found that teachers expressed greatest preference for the discussion method and other forms of teacher participation, and that the lecture method was least preferred. Murphy and Gillham's (1982) evaluation of a summer school for teachers found that teachers valued discussion time and the chance to talk in groups, both formal and informal.

Lake (1983) considered various in-service teacher training sequences and their effects on teachers. The four types of training considered by Lake were: theory only (transmission of knowledge in a largely lecture situation); theory plus demonstration (well-practised demonstration by experts); theory, demonstration, practice and feedback; and on-site coaching. Although few studies were available which examined the effects of coaching, the evidence suggested that all four elements of training

(theory, demonstration, practice and feedback and on-site coaching) were necessary for skills to be learnt and transferred to the teaching situation.

Part-time study

The literature on part-time students was referred to since the majority of Bachelor of Education students study part-time. Research indicates that such students are often subject to considerable pressures outside the course because of their many responsibilities (home, work, social activities); this means that part-timers are often tired, may have to miss classes because of other commitments, and are less tolerant of activities which to them appear irrelevant or an inefficient use of time. Part-time students also are likely to vary considerably with respect to previous academic achievements and lengths of absence from formal study (Barrett, 1971; Brown, 1979; Isaacs, 1979; Sheldrake, 1977).

Suggestions in the literature for catering for these characteristics include flexibility in course requirements and in the program, provision of course information outside classes, early advance information about course events, arrangements for access to staff for assistance, efficient use of class time and comprehensive and effective orientation (including reorientation to study).

Content of in-service programs

Studies undertaken, both in Australia and overseas, of teachers' self-reported in-service education needs indicate that teachers favour practically-oriented courses, dealing for example with methodologies for teaching particular subjects or with teaching slow learners, over courses in, for instance, educational philosophy or sociology. Most of these studies, however, concerned relatively short-term in-service courses. A study of the British in-service Bachelor of Education degree (Evans, 1981) found that teachers valued the intellectual stimulation provided by the degree course and came to see closer links between theory and practice. Batten (1979), in Australia, also found evidence that formal award courses are seen by teachers as contributing to their professional development.

The general literature on adult learners emphasises that content of courses should be oriented towards the learners' particular perceived needs, life problems and developmental tasks rather than towards subject topics. For example, Skertchly (1981) argues that academics devising courses for mature learners should start from the work situation of the learner.

Assessment

The adult education literature indicates that it is desirable for adult students to be given some say concerning the subject matter of their assignments and the methods by which they are assessed. A cooperative relationship of mutual respect between educator and adult student should therefore exist in assessment matters. Tough (1971) suggests that a pass/fail system instead of a grading system is more appropriate where students undertake assignments tailored to their individual concerns.

The literature on part-time students indicates that flexibility in assessment requirements (e.g. in due dates for assignments) is desirable in order to make allowance for the multiple other commitments these students face.

School contextual factors

Research indicates that features of the teacher's school can have a considerable mediating influence on the impact of in-service courses. For example,

Walberg and Genova (1982), in a study of the utilisation impact of teacher in-service workshops run by the Massachusetts Department of Education, found that the use teachers made of professional knowledge was significantly associated with school climate as well as with features of the workshops themselves. Similarly, the Rand study in the United States (Berman and McLaughlin, 1977) found that school principals played a crucial role in determining the effectiveness of in-service programs (e.g. the implementation of changes by teachers following in-service participation). A number of British studies (e.g. Henderson, 1980) have reported similar findings. Henderson (1979) indicates that schools are rarely organised to incorporate the in-service education experience of individual staff members.

Campbell (1982), commenting on a case of curriculum innovation following a course for primary teachers in the United Kingdom, discusses the need to consider factors associated with the nature of subjects in the school curriculum (not all equally amenable to innovation), the status of the participant teachers within the school (higher status teachers may be more influential in promoting change), and the contexts of the schools themselves (size, staffing and facilities may influence ease of introducing change). Another British study (Melrose, 1982) found that the effectiveness of a diploma course for primary teachers was impaired in some schools by the nature of the relationships within the school. Evans' (1981) evaluation of the British in-service Bachelor of Education found that the program's contribution to staff development in school was diminished where the Bachelor of Education graduates were young or perceived as low in status.

The importance of having a supportive school environment is also implied by studies which show the relative success of in-service programs involving joint school-institution responsibility and peer coaching (e.g. Lake, 1983), teacher mutual assistance (Lawrence et al., 1974), long-term on-site support for teachers after the initial program (e.g. Joyce and Showers, 1981a, b; McLaughlin and Marsh, 1978), and the support of the school principal (Arends et al., 1980).

Outcomes

Much of the literature on the effects of in-service education is concerned with the effects of school-based courses and short courses: these are not considered here. Rather, the effects of courses in tertiary institutions will be considered. Most of the research refers to effects on teachers, rather than effects on schools, other teachers in the schools or on pupils.

An evaluation of the part-time Bachelor of Education degree at North East London Polytechnic found that the course had helped teachers to add knowledge and aptitudes to their existing repertoire, rather than forcing them to rethink and modify their roles (Hargreaves and Grey, 1983). Fewer than one-third of the teachers mentioned specific changes in their schools as a result of their undertaking the course. A two- or three-year research project to monitor the progress of and assess the effectiveness of the Diploma in Mathematical Education at Durham University found that, of forty-one teachers visited, twenty-one had made improvements in the teaching of mathematics in their schools that they attributed wholly or in part to the Diploma course (Melrose, 1982).

Of particular relevance to the evaluation is the report of the evaluation of the British in-service Bachelor of Education degree (N. Evans, 1981). Based on interviews with teachers who had completed the degree, principals and LEA advisers, this study found that the degree had contributed to the teachers' own development and to staff development. In many cases, the graduates had taken a lead in the school's own in-service activities as well as acting as informal consultants in the school. The Bachelor of Education degree was found to have increased teachers' confidence in relation to colleagues and in relation to their own teaching. The teachers were not

particularly concerned with enhancement of practical performance, but valued more the intellectual awakening which had come from degree study. Evans also concluded that the college tutors had benefited from working with teachers.

In Australia, G. Evans (1982) suggests that one of the most valuable features of in-service courses is to provide teachers with the background knowledge and confidence which allows them to participate more effectively in the constructive processes of school decision-making. However, Simpson (1981) failed to establish any significant relationship between the duration of the in-service education of primary school teachers and their actual and desired levels of involvement in school decision-making, their job satisfaction or their motivation to be involved in professional education programs.

CHAPTER 2

METHODOLOGY

2.1 Outline of the study

In order to provide information pertaining to the framework shown in Figure 1, two main data collection strategies were used. First, interviews were conducted with relatively small numbers of lecturers and various categories of teachers; second, questionnaires were distributed to wider representative samples of each of the groups interviewed. An examination of Bachelor of Education course submissions was also made.

Both the interview schedules and questionnaires were structured so as to reflect the broad areas outlined in Figure 1. Interview questions were framed in such a way to elicit free responses from interviewees. The questions on the questionnaire contained a mixture of both free-response and forced-choice items. Thus, for example, on the interview schedule teachers were asked: "Why did you enrol in a Bachelor of Education degree?" with no prompting for a reply given; on the questionnaires, on the other hand, teachers were asked to rate the importance of thirteen factors in influencing their decision to enrol in the Bachelor of Education program. The thirteen reasons listed were developed mainly from a categorisation of the free responses given in the interviews. For many questions, opportunities were provided for respondents to expand on their answers.

The interviews were therefore designed to yield qualitative data which would potentially give a deeper insight into teachers' and lecturers' perceptions than could be obtained from responses to forced-choice questions on questionnaires. It was also envisaged that the interviews would provide the likely range of responses to any given question. Because of the relatively small number of people interviewed, however, the responses to the interviews could not necessarily be regarded as representative of the populations from which the interviewees were drawn.

Responses to the questionnaires produced both quantitative and qualitative data. With proper sampling and adequate response rates, the results derived from the questionnaire survey would be representative of the wider populations from which the sample of questionnaire respondents are drawn. Questionnaire results, however, can tend to produce relatively superficial data when compared with information gained in interviews. Similarly, it is more difficult for questionnaires to take into account differences in meaning attributed by respondents to the same questionnaire item. These observations apply particularly to forced-choiced questions.

An interim report based on the results of the interviews was written and sent to interviewees and college coordinators of Bachelor of Education programs for their information and comment. College coordinators were also forwarded questionnaire results for their particular institution. This report incorporates both the questionnaire and interview results.

In summary, the major activities associated with the research were:

1. Preliminary stage: September 1984 - April 1985
   - Review of literature
   - Analysis of B.Ed. submissions
   - Unstructured interviews
   - Development of framework

2. Interviews

. Development of interview schedules	April - June 1985
. Conduct of interviews	June - November 1985
. Analysis of interviews and writing of interim report	January - April 1986

3. Questionnaires

. Development of questionnaires	August - October 1985
. Identification of populations and selection of samples	September - October 1985
. Distribution and return of questionnaires	October 1985 - April 1986
. Analysis of questionnaires	January - June 1986
. Preparation of main report and summary report	July - November 1986

2.2 Sampling

As noted earlier, in-service Bachelor of Education degree programs are now offered in all advanced education teacher education institutions in Queensland. McAuley College first offered a B.Ed. program in 1985. When the project was being planned, therefore, the McAuley program was not yet being offered; the McAuley program was in its first year of operation when the data for the project were being collected. It was therefore decided not to directly include the McAuley program in the study. Thus, the study involved B.Ed. programs offered by Brisbane College of Advanced Education, Capricornia Institute of Advanced Education, Darling Downs Institute of Advanced Education and the Institute of Advanced Education, James Cook University of North Queensland. The groups from whom data were sought were lecturers, graduates from B.Ed. programs, currently-enrolled students, teachers who had withdrawn from a B.Ed. program, teachers who had not enrolled in a B.Ed.degree and school administrators.

Interviews

The interviews for the second stage of the study were conducted with teachers at schools in Brisbane, Redcliffe, Logan City, Toowoomba, Rockhampton and Townsville, and with lecturers in the Bachelor of Education programs offered by the Brisbane College of Advanced Education, the Capricornia Institute of Advanced Education, the Darling Downs Institute of Advanced Education and the Institute of Advanced Education, James Cook University of North Queensland.

The number of interviewees in each group is shown in Table 1.

Table 1: Number of interviewees in each group

GROUP	NO.
B.Ed. graduates	25
B.Ed. students	23
Teachers who have withdrawn from the B.Ed.	11
Teachers not now nor previously enrolled in the B.Ed.	21
School principals	13
Lecturers	27
TOTAL	120

The schools at which interviews were conducted were selected to provide a spread of opinion across state and independent schools, primary, secondary and special schools and various socio-economic areas. Most of the teachers were interviewed individually, but in the small number of cases where this was inconvenient, group interviews were held. At a few schools, interviews with the principals were also attended by other administrative staff (e.g. deputy principal, assistant principal).

Lecturers interviewed were selected to ensure the views of those involved with different aspects of the program would be expressed (e.g. various curriculum areas, philosophy, psychology, sociology) and, for each college, at least some lecturers involved with core B.Ed. units were interviewed. All lecturers were interviewed on an individual basis.

Questionnaires

As one of the aims of the project was to provide information to individual colleges about their particular programs, it was necessary to include a reasonable number of graduates, students, withdrawals and lecturers from each college in the sample for the questionnaires. As there were large differences in the sizes of the programs, a sample selected by choosing the same proportion of respondents for each program would have led to only a handful of respondents being selected for the smaller programs. While this is not of concern for the overall results, it would have meant that the results for the programs represented by only a few respondents would be unreliable. It was decided therefore to select a different proportion, from the various groups, for each college. For the smallest program, Capricornia, this in fact meant selecting all students, graduates, withdrawals and lecturers from the relevant populations. The responses from the different colleges were weighted statistically to ensure that the State-wide sample reflected the population in terms of the proportion from each tertiary institution. In practice, this meant that over 60 per cent of the graduates, students, withdrawals and lecturers in the final weighted samples of respondents were associated with the Brisbane College of Advanced Education.

The graduates who were sent questionnaires were randomly selected from those who had graduated from a B.Ed. program at Brisbane College of Advanced Education, Capricornia Institute of Advanced Education, Darling Downs Institute of Advanced Education or the Institute of Advanced Education, James Cook University of North Queensland, at the end of 1983 or 1984. The students were randomly selected from those who first enrolled in a program at one of the four institutions in 1985. The withdrawals were teachers who withdrew from a Bachelor of Education program in 1983, 1984 or 1985. The withdrawals proved the hardest group to define. Lists of withdrawals were obtained from the colleges. However, after having been sent a questionnaire, some withdrawals contacted the Board to indicate that they had withdrawn from one institution but subsequently enrolled in another, had only deferred their enrolment in the B.Ed. rather than totally withdrawing, while some claimed not to have enrolled in a B.Ed. degree at all. These teachers were subsequently excluded from the sample of withdrawals. For the Darling Downs Institute of Advanced Education, it was possible to contact only the 1985 withdrawals. In the case of the lecturers, all lecturers taking B.Ed. units at Capricornia Institute of Advanced Education, Darling Downs Institute of Advanced Education, and James Cook University of North Queensland were selected in the sample, while a 20 per cent sample of Brisbane College of Advanced Education lecturers was chosen.

As a new program at Brisbane College of Advanced Education was offered for the first time in 1985, BCAE students' responses are based on their experiences with this new program, while the responses of graduates are based on experiences with programs which were offered by the separate campuses (formerly separate colleges) which make up the Brisbane College of Advanced Education. A revised program was also offered at Capricornia Institute of Advanced Education in 1985.

Questionnaires were mailed directly to selected students, graduates, withdrawals and lecturers in October and November 1985. A covering letter explaining the purpose of the study and ensuring confidentiality of response together with a reply-paid envelope was included with each questionnaire. Two reminder letters were sent urging non-respondents to return their questionnaires. This delayed finalisation of returns until April 1986.

The assistance of school principals was sought in selecting teachers not enrolled and school administrators and in passing on questionnaires to those selected. All schools in Queensland were stratified according to level (primary, secondary, special, TAFE) and educational sector (government, non-government). Schools were randomly selected within each stratum. Principals of the selected schools were sent questionnaires and asked to distribute them to a specified number of school administrators (including the principal himself or herself) and a specified number of teachers who had at least five years' teaching experience and were not or had not been enrolled in a Bachelor of Education degree. The number of teachers and adminsitrators to whom the principal was asked to distribute questionnaires was dependent on the size of the school, so that those selected would be representative of the population in terms of the size of the school in which they were teaching. Follow-up letters were also sent through the principal. In the case of kindergarten and preschool teachers not enrolled in a B.Ed. degree, questionnaires were sent directly to the teachers following a check of the Board's own records.

The sample and response rates for all groups are shown in Table 2 below.

Table 2: Sample and response rates to questionnaires

GROUP	NO. IN SAMPLE	NO. RETURNED	RESPONSE RATE %
Graduates	244	192	79
Students	244	188	77
Withdrawals	184	131	71
Teachers not enrolled	322	191	59
School administrators	194	112	58
Lecturers	68	60	88

The response rates for lecturers, graduates, students and withdrawals can be considered highly satisfactory for a mailed questionnaire. A higher response rate for the administrators and teachers not enrolled would have been desirable. The lower response rates for these latter two groups can probably be explained, at least in part, by the fact that there were two points at which a failure to respond may have occurred: the principal may not have passed the questionnaire on to the teacher and, if the questionnaire was passed on, the teacher may have failed to respond anyway.

CHAPTER 3

DESCRIPTION OF SAMPLES

The tables which provide information on the background characteristics of questionnaire respondents are given in Appendix 1.

3.1 Graduates

The graduate sample consisted of about three-fifths women and two-fifths men; nearly two-thirds were over 30 years old, with a majority of the respondents being aged between 31 and 45.

Almost all of the graduates had been teaching for at least four years with nearly half having more than ten years' teaching experience; more than 90 per cent were currently teaching, predominantly in government schools. Although the majority were working as classroom teachers in primary or secondary schools, some 20 per cent held administrative positions, and nearly as many were in schools or institutions other than primary or secondary schools: 7 per cent for example were TAFE teachers and 6 per cent were teaching in special schools. Nearly half of the respondents were employed in schools in Brisbane, with 29 per cent teaching in a coastal area in a location outside of a city with a tertiary institution.

Seventy per cent of the graduates had entered teaching with a Diploma of Teaching, while nearly one-fifth held a degree plus graduate diploma as a pre-service qualification. Apart from an in-service Diploma of Teaching, few held other in-service qualifications, although 8 per cent held a post-experience graduate diploma.

3.2 Students

The sample of students had similar characteristics to those of graduates. About three-fifths were women, and a slight majority were older than 30 years of age.

Most had at least four years' teaching experience and over 80 per cent were currently teaching; of those who were teaching, most were teaching in a government primary or secondary school as a classroom or specialist teacher. It is interesting to note that nearly two-thirds of the students who first enrolled in a B.Ed. degree in 1985 had at least seven years' teaching experience. Nearly half of the students worked in schools in Brisbane and 29 per cent were teaching in coastal centres other than Rockhampton and Townsville.

Over 70 per cent of students had a Diploma of Teaching as a pre-service qualification, while few (3 per cent) held a degree and graduate diploma.

Less than one-quarter of the students held an in-service qualification, with the most common in-service qualification held being a Diploma of Teaching.

3.3 Teachers who had withdrawn from the program

The background characteristics of those who had withdrawn from the program did not differ markedly from those of students and graduates. Two-thirds of the sample were women. Withdrawals, however, did tend to be slightly younger than graduates or students, with over one-half being 30 years of age or less, although a greater proportion of withdrawals than graduates or students were over 45 years old.

The majority of teachers who had withdrawn from the program had been teaching for at least four years and were classroom or specialist teachers in government primary or secondary schools in Brisbane or coastal centres other than Rockhampton or Townsville.

Two-thirds of this group held as a pre-service qualification a Diploma of Teaching, one-third had a Certificate of Teaching as their pre-service qualification. Only about one-quarter of the withdrawals had completed an in-service qualification with the majority of those who had some in-service award holding a Diploma of Teaching.

3.4 Teachers not now nor previously enrolled in the B.Ed.

As with the sample of teachers, generally, there was a greater proportion of women than men in this group. These teachers, however, tended to be slightly older than teachers who at some point had been enrolled in the B.Ed. (almost three-quarters were 30 years of age or older) and to have had greater teaching experience (over 80 per cent had been teaching for at least seven years). Although principals were asked to distribute questionnaires only to those teachers with at least five years' teaching experience, in about 5 per cent of cases, questionnaires were given by principals to teachers with fewer years of teaching.

Most teachers not enrolled were classroom or specialist teachers in primary or secondary government schools in Brisbane or other coastal areas. Nonetheless, respondents also included preschool or kindergarten teachers (5 per cent), special education teachers (4 per cent) and TAFE teachers (7 per cent).

As many had commenced teaching with a Certificate of Teaching as had completed a pre-service Diploma of Teaching; nine per cent held a degree and graduate diploma. About one-quarter had gained a tertiary award since commencing their teaching, with this award most commonly being a Diploma of Teaching or a bachelor's degree in an area other than education.

3.5 School administrators

Most administrators were male and 31 years of age or older. They were employed predominantly in primary or secondary schools and had been at their present school for at least four years. All but six of the administrators were in schools in which at least one teacher was enrolled or had completed a B.Ed. degree: forty-seven of the 112 administrators were in schools in which one to five teachers were B.Ed. students or graduates.

Over half the sample were school principals, with deputy principals and subject masters/mistresses comprising approximately a further one-quarter. Nearly 80 per cent had been in their positions for at least four years and 39 per cent had been in their present positions for more than ten years. Approximately one-quarter of the adminsitrators had previously completed or were currently completing a Bachelor of Education degree.

3.6 Lecturers

Most of the lecturers were male. The sample comprised lecturers involved with a wide range of aspects of the program, from core curriculum and education units to various elective content areas.

CHAPTER 4

MOTIVATION TO PARTICIPATE IN THE B.ED. PROGRAM

4.1 Reasons for enrolling

Teachers undertake a Bachelor of Education for a variety of reasons. They are motivated to enrol because of the assumed beneficial implications for their employment of having a degree, because of the perceived impact of such studies on their teaching and because of the opportunity for personal development.

Teachers who were interviewed reported that their decision to enrol in a B.Ed. was influenced mainly by factors such as improved status, both of the individual teacher and of the profession generally, and the concomitant financial rewards of four years of teacher education, improved promotional prospects, including wider employment options within education and the broader community and increased security of employment, particularly for women who intend to take accouchment leave or resign for an extended period to raise a family.

These sentiments were expressed in comments such as the following:

> "I did my upgrading and I thought I would continue on and complete the degree. A degree was also essential for any career aspirations I might have." (B.Ed. graduate)

> "In two or three years' time, I plan to take accouchment leave, so I enrolled to ensure re-employment." (B.Ed. graduate)

> "One, I know I would get an increase in pay. As a sole income earner, that was important. I also felt that not being four-year trained, I felt as if I had less status. After doing the B.Ed. I will feel totally teacher-trained." (B.Ed. student)

Concern about the permanency of their employment was also reflected in the perceptions of some teachers that in the near future the requisite qualification for registration and employment would be four years of teacher education. As one graduate of the program remarked:

> "It was a matter of getting the qualification out of the road. It was something that had to be done because in a few years' time the B.Ed. will be a necessary qualification."

The lecturers and principals interviewed tended to describe B.Ed. students as a heterogeneous group for whom professional development, in addition to employment and economic factors, are important initial incentives for undertaking further studies. Some lecturers and principals also claimed to observe a change in teachers' attitudes as teachers progress through the program, such that while teachers might be perceived as enrolling in order to improve their salary or promotional prospects, personal and professional development became important reasons for continuing with the program. This view was not shared by the graduates and students themselves.

The following comments are illustrative of these points of view:

> "Teachers enrol for a variety of reasons. There is a percentage who are generally looking for a means of improving their activity in the classroom - doing a better job with the youngsters. There's a group who have run into

problems with their teaching. They're looking for a formula and hope if they identify and apply this, their teaching will be less difficult. There's a group who see it as a means for promotion. These groups overlap. Some want to improve their salary. For some it's just pleasant to come along. They see it as general education not necessarily related to professional development." (College lecturer)

"Money. For the teachers I have known who have done the B.Ed. that's been the reason. Being four-year trained means they earn more money. During the program their attitudes change and other things take over, e.g. a developing interest in education, pride in their achievements." (School principal)

The perception that teachers enrol in a Bachelor of Education degree for a variety of reasons is borne out by the questionnaire results, which reflect the view of larger representative samples of each group. The questionnaire responses are summarised diagramatically in Figure 2 below. Full responses are given in Appendix 2, Tables 2.1 to 2.4.

The graduates, students and withdrawals who responded to the questionnaire reported that the opportunity to improve the security of their employment and to enhance their promotional prospects were important reasons for enrolling in the B.Ed. They also reported that the chance for intellectual and personal growth and the opportunity to improve their professional competence were strong influences on their decision to enrol.

School administrators, too, indicated a range of reasons why they believed teachers enrol in a B.Ed. The administrators tended to consider, however, that improved classification and salary and improved promotional prospects were more important reasons for enrolling than did the teachers themselves. Conversely, the administrators attached less importance than did the teachers to enrolment for intellectual stimulation, personal growth and gaining a broader understanding of educational issues.

Still, many of the administrators who took the opportunity provided on the questionnaire to elaborate on the importance of teachers undertaking a B.Ed. pointed to its contribution to professional development. For example:

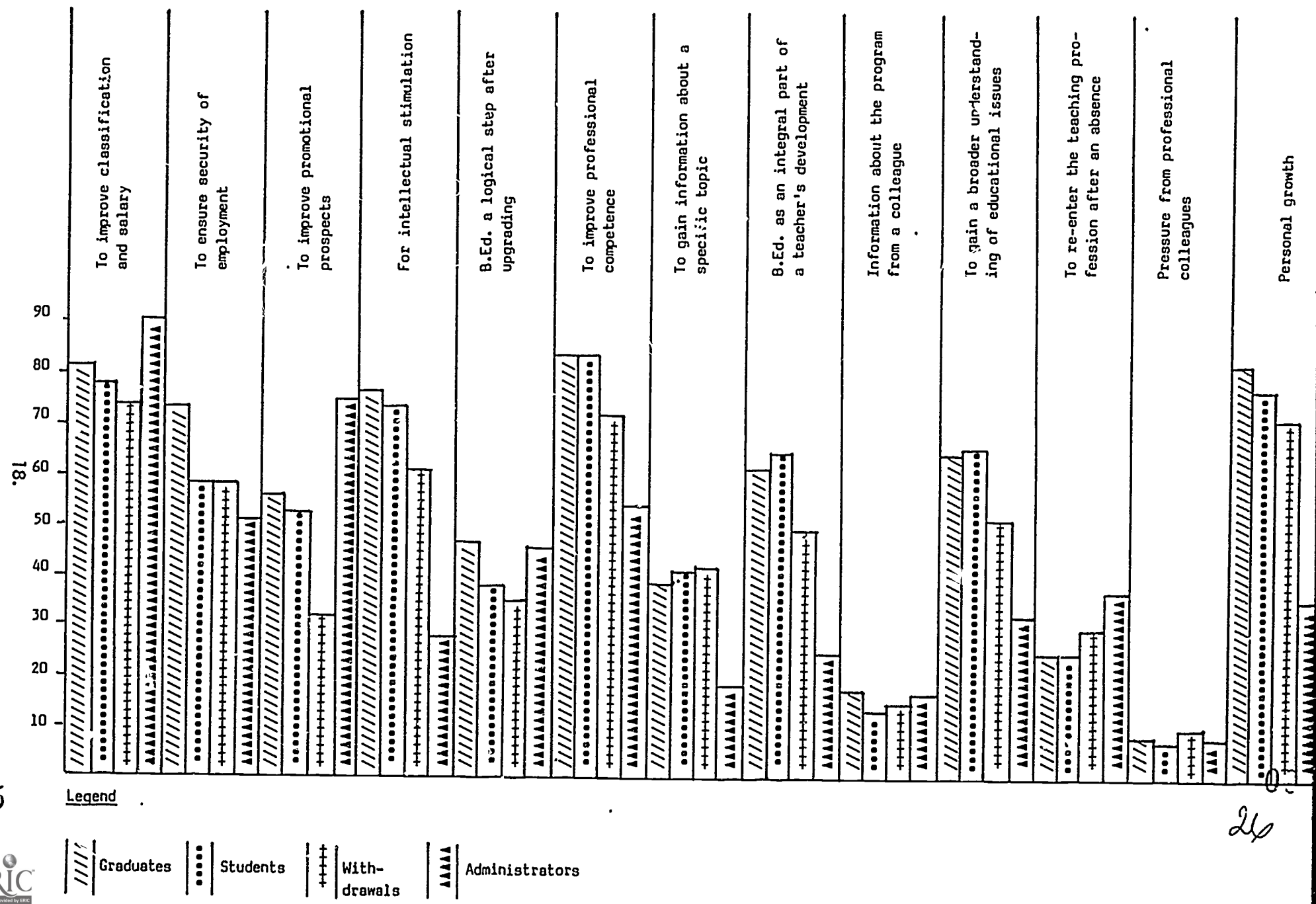
"Extremely so as many do not broaden their educational ideas after leaving college and it is vital to be up-to-date in new educational ideas. It is also important to assess which are useful."

"To obtain a wider and more satisfying insight into his profession; to improve competence; to take obvious advantage of a tertiary qualification after completing a Diploma of Teaching."

The questionnaire results also support the view held generally by interviewees that colleagues exercise very little direct influence on teachers' decisions to undertake a B.Ed. Comments from interviewees suggest that pressure which does exist comes from teachers observing co-workers gain a degree or younger, less experienced, degreed teachers join the profession. They feel considerable pressure to become equally qualified to safeguard their own position and their career prospects and to be equally rewarded for equivalent work. One student, for example, remarked that colleagues had influenced her decision to enrol:

"Only to the extent that I work with a lot of four-year-trained teachers and I felt that I did the same work as they did, but that they got more for it."

Figure 2: Proportion of teachers rating items as very or moderately important as reasons for enrolling in a B.Ed.



Teachers' comments further indicated that where teachers are actively encouraged to enrol, that encouragement is likely to come from the school principal. These comments were echoed by a number of principals. For example:

> "Yes. I certainly encourage them. With the other teachers, though, I think it's more by example. They see others do it and still keep being a good teacher."

A few principals, nonetheless, also reported noticing direct pressure from a teacher's colleagues - sometimes encouraging, sometimes not. For example:

> "There is the phenomenon that if one person makes the decision to enrol another will follow suit by virtue of the fact that they work together. It is a peer pressure thing and the companionship aspect."

Further analysis of the questionnaire responses reveals some significant relationships between teachers' reasons for enrolling in the B.Ed. and teachers' sex, age and length of teaching experience. Significant findings are discussed below and the complete results are provided in Appendix 2 (Tables 2.5 to 2.12).

Male students and graduates were more likely than women teachers to enrol in a B.Ed. degree because they thought it would improve their promotional prospects. A greater proportion of women than men, on the other hand, considered the opportunity for intellectual stimulation and personal growth important, and women students attached more importance to gaining information about a specific topic than did the men.

Significantly more female than male students and graduates indicated that concern about the security of their employment and a desire to re-enter the teaching profession after an absence were important motivating factors. The perception of the B.Ed. as a logical part of a teacher's development was also reported as more influential in female graduates' decision to enrol. The relationships are consistent with interviewees' comments discussed earlier and most probably reflect the career breaks women are likely to take.

Few significant differences between teachers from different age groups and with varying lengths of teaching experience were detected. Not surprisingly, the importance of the B.Ed. as study subsequent to the completion of upgrading increased with the age of students and the age and length of teaching experience of graduates.

The importance attributed to undertaking a B.Ed. to re-enter the teaching profession after an absence also differed significantly between graduates with varying lengths of teaching experience. It was of least importance to those teachers with the greatest teaching experience (that is, over ten years). Those graduates for whom this factor was of greatest importance were those with four to six years of experience.

There were significant differences among withdrawals of different ages and with varying lengths of teaching experience concerning the degree of importance which they attached to security of employment as a reason for undertaking a B.Ed. degree. Withdrawals in the 31-45 years age group and withdrawals with at least seven years' teaching experience considered security of employment more important than did other groups of withdrawals.

4.2 Why teachers do not enrol in a B.Ed.

Those factors which emerged as the most powerful in inhibiting teachers from enrolling in a B.Ed. program were related to the impact of further study or teachers' commitments to their families, to their schools and to their social and recreational

pursuits. Many teachers who had not enrolled in the program commented during interviews that they had observed the effects which time spent on studies had on their colleagues' other responsibilities. An illustrative comment from a teacher not enrolled is:

> "I'm trying to put three kids through Uni, run a home and teach. I would not be able to cope with two nights per week at college. My teaching would suffer if I enrolled in a B.Ed. I already spend time at home preparing for teaching."

Representatives of other groups interviewed also considered the effect of an additional commitment on the teacher's family and personal life a significant disincentive to further study, particularly, in the minds of some, if the teacher is a woman. A typical comment was:

> "It's a lot of extra work. You have to look after the household, go to school and college. You have to be prepared to sacrifice a lot. I'd like time off with pay to study full-time. College work involves going to the library and doing research as well as studying at home." (B.Ed. student)

The summary of questionnaire responses presented below confirms the views put forward in the interviews. Appendix 2 (Table 2.13) contains the complete results.

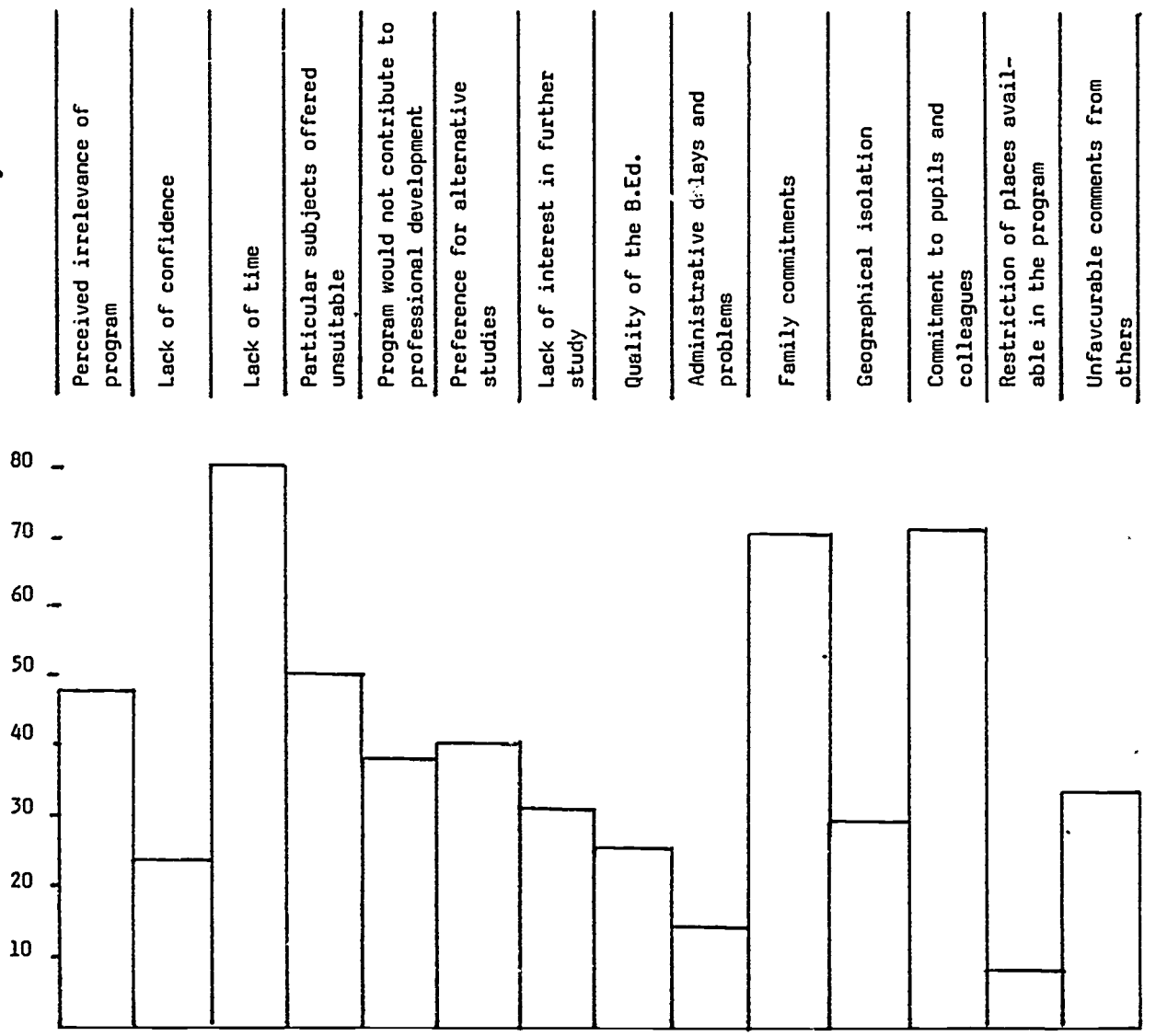
These results show that, while about 50 per cent of teachers not enrolled listed each of a number of aspects of the B.Ed. degree as at least a moderately important reason for their not enrolling in the program, situational barriers such as lack of time or other commitments were generally seen as the most important inhibiting factors. More than 50 per cent of teachers cited lack of time to do further studies or family commitments as very important reasons for not enrolling and 42 per cent reported that commitment to pupils and colleagues was a very important reason for their not enrolling in a B.Ed. degree. On the other hand, dispositional barriers such as a teacher's lack of confidence in his or her ability to complete the degree, or lack of interest in further study were generally considered by the teachers as unimportant factors in their decision not to enrol. Institutional barriers were generally rated as more important than dispositional barriers but less important than situational barriers as reasons for not enrolling. The most powerful institutional barrier reported by teachers as inhibiting their enrolment in a B.Ed. was that the particular subjects offered did not suit their requirements: 26 per cent of teachers rated this as a very important reason for not enrolling. Twenty-four per cent of teachers said that preference for alternative studies was a very important reason for their not enrolling in a B.Ed. degree.

Answers to a question concerning teachers' future career plans are also useful in considering why teachers do not enrol in a Bachelor of Education degree. These results show that, over the next five years, 67 per cent of teachers not enrolled in the B.Ed. wish to remain in their current position, compared with 40 per cent of B.Ed. students, 44 per cent of graduates and 46 per cent of withdrawals. On the other hand, 14 per cent of teachers not enrolled aim to gain a promotion in the next five years, compared with 29 per cent of students, 32 per cent of graduates and 20 per cent of the withdrawals. Teachers not enrolled, then, are less ambitious than teachers who enrol in a B.Ed. degree.

Questionnaire respondents were given the opportunity to expand on their reasons for not enrolling in a B.Ed. degree and most took the opportunity to do so. The responses of many of these teachers highlighted the problems associated with doing justice to all commitments. For example:

> "Simply to do a B.Ed. degree would mean that I could not do my present full-time job as well, nor could I spend adequate time as a parent."

Figure 3: Percent of teachers not enrolled indicating each factor as very important or moderately important in inhibiting enrolment in the B.Ed.



"I have a responsibility to give the best I have to the children in my charge. To do this requires considerable personal time. Coupled with my family and community oriented interests I find the time factor a considerable hindrance."

As noted above, a second, but less frequently cited group of reasons for teachers' not enrolling in a B.Ed. degree concern factors such as the perceived lack of relevance of the course to teachers' professional needs or a preference for alternative studies. One interviewed teacher who was not enrolled commented, for example:

"I would [enrol] if I felt it had some practical application, but the information I've got from the others is that this is not the case. I also feel there is no scope to disagree with the lecturers. You give back to them what they tell you. If you say that that's not the case in practice, they'll tell you you're wrong."

Similarly, a questionnaire respondent reported:

"I have preferred to attend seminars and workshops which have been directly related to the classroom. As knowledge and skills have been acquired and improved, I have preferred to share this experience with others as dedicated as myself."

Other teachers had pursued alternative studies as a means of improving their qualifications, or as a way of broadening their career options. These studies were rated as more valuable than a B.Ed. by these teachers. For example, an interviewee reported:

"I was seriously considering it at one time as an alternative to the Bachelor of Science. Personally I place more value on the science degree. It has more options in advanced studies."

And a questionnaire respondent reported:

"As a commercial teacher, I felt I would benefit more from the accounting, computing, law and economics units than from the B.Ed., despite the longer time commitment."

Some members of other groups of interviewees, too, felt that the structure and content of the program may be perceived by teachers as irrelevant to their needs. For example:

"Some teachers don't see the B.Ed. as worth the effort. They might have to study in areas they don't see as having practical implications for teaching, i.e. not tied to classroom practices. They have to do subjects they see little use for. They're worried by curriculum studies." (College lecturer)

A variety of other reasons for teachers not enrolling in a B.Ed. were each mentioned by a few interviewees and several received minority support from questionnaire respondents. These included the restriction on the number of places available in the program at BCAE, the length of time one would be committed to part-time study, a concern that tertiary fees may be reintroduced, the residential requirements of some units, the time teachers have been away from study, a general lack of interest in further study, the problems associated with external study and the fact that the teacher was already four-year trained.

A further issue raised by a small number of interviewees from most groups was the lack of support teachers receive from the Department of Education to undertake a B.Ed. For instance, it was argued that there was lack of career incentives for completing a B.Ed. degree. Some interviewees considered that the Department should provide teachers with study release, as a means of minimising the pressures teachers feel whilst undertaking the B.Ed.

Some teachers commented that their colleagues may not enrol because of lack of information or misinformation about the program's content and goals. Certainly, knowledge of the B.Ed. of those teachers not enrolled in the program was rudimentary. Typically, the only knowledge these teachers had about the course was that it was a two-year part-time program and that it required the study of mainly education units. What information these teachers did have had usually come from conversations with other teachers including the principal.

Finally, one teacher who had withdrawn from the program felt that the requirement for teachers to do upgrading before the B.Ed. was discouraging. He felt very strongly about this and commented:

> "Doing the upgrade is a slap in the face, i.e. having to study for a year to make you qualified for the course. I know it's meant in good faith, to get you started, etc., but it totally disregards your experience."

In summary, it can be seen that while many reasons were advanced for teachers not enrolling in the Bachelor of Education degree, clearly the dominant reason was the effect of study time on teachers' other responsibilities.

CHAPTER 5

BACHELOR OF EDUCATION PROGRAMS: INTENTIONS, STRUCTURES AND CONTENT

5.1 Stated aims of B.Ed. programs

An examination of course submissions reveals a degree of similarity among the stated aims of Bachelor of Education programs. Curriculum development is the major focus of both the Brisbane College of Advanced Education and Darling Downs Institute of Advanced Education programs. Both of these programs are not merely concerned with curriculum development per se, but, as stated in the Brisbane College of Advanced Education course submission, also "the underlying assumptions which influence such development". The main aim of the program at Capricornia is to improve the quality of teachers' professional decision-making. To be sure, one of the objectives of the Capricornia program is to provide opportunities for students to develop their skills in "the design, implementation and evaluation of learning experiences"and another objective is to increase teachers' understanding of curriculum design, implementation and evaluation. The overall aim of the program at Capricornia does appear to be broader than that of the Brisbane and Darling Downs programs. A central focus for the B.Ed. at James Cook is neither stated nor implied. The program's obejctives are based on an analysis of three dimensions of the teacher's role. These are the institutional dimension of the teacher's role, the instructional dimension of the teacher's role and the scholar dimension of the teacher's role. Included within the aims concerned with the institutional dimension of the teacher's role are abilities to evaluate school curricula and to prepare curriculum materials.

All of the B.Ed. programs aim for an application of the learnings and understandings the teacher gains from a study of, for example, "the critical nature of society ... of individuals in the learning process ... and of the nature of schools and school systems". The James Cook program gives much greater weight to application in the school as a whole than the other programs. For instance, the James Cook B.Ed. aims to develop teachers' ability to identify institutional problems, to fulfil a leadership role within the school, to participate in school decision-making and to foster an effective school climate.

All of the Bachelor of Education programs also aim to foster teachers' abilities to evaluate their teaching-learning programs. For example, an objective of the Darling Downs program is to enable students "to use techniques associated with action research to develop and evaluate a curriculum program at the classroom level", while the program at James Cook aims to foster a teacher's "ability and desire to evaluate the effectiveness of his/her own teaching".

Another common theme running through the stated aims of the B.Ed. programs is the aim of examining the assumptions underlying and the influences on schooling and teaching. Some programs also state that this examination should help to identify and clarify the teacher's own views on education. The Capricornia program goes even further, aiming to provide opportunities for students to "develop their capacities to appraise critically educational proposals ... [and] ... to explain these to others inside and outside the profession".

The B.Ed. programs aim to develop teachers' knowledge and understanding of an area of study. For all of the programs, this area refers at least to professional study related to the teacher's role. In the case of Capricornia, it is also clear that liberal or general studies are also included. Thus, Capricornia's aims refer to "studies leading to further personal development". As well as developing a teacher's knowledge and

understanding of a field of study, an objective of the James Cook program is to develop teachers' ability "to undertake action research into problems and topics within these fields."

In addition to common aims or objectives, there are some which are unique to individual programs.

The program at Brisbane College of Advanced Education aims to allow students to specialise in a particular field of education. An objective of the program at Darling Downs Institute of Advanced Education is to enable students to value the responsibility which accompanies professional autonomy. The Capricornia program aims to provide opportunities for students to develop a commitment to "productive attitudes such as warmth, trust and mutual respect for pupils, parents, colleagues and other members of the community". Four aims of the James Cook program not stated explicitly in the published aims of other programs are to foster in students an ability to develop self-understanding and interpersonal skills; an ability to prepare reports and communicate these to other members of the community; an ability to make a contribution to improving interpersonal relationships with colleagues, children and parents; and an ability and desire to continue professional development through reading and research.

As institutions differ in the degree of detail and level of specificity of their stated aims, a direct comparison between programs in terms of published aims might be somewhat misleading. For instance, James Cook University has the most detail in its published aims, so that the four aims mentioned as unique to James Cook may also be more specific objectives of the other programs.

As will be shown later, there is variation among the programs in the structures set up to achieve each program's aims.

5.2 Respondents' perceptions of aims

Both interviewees and questionnaire respondents were asked for their opinions concerning the aims of the Bachelor of Education degree.

The B.Ed. was perceived by interviewees as aiming to round out the preparation of teachers in a number of fields, i.e. professional competencies, breadth of outlook, theoretical understanding, and curriculum development and understanding. For many interviewees the program, through focusing on these aims, seeks to develop teachers' capacity to make informed, critical decisions.

Illustrative comments are those of the following two lecturers:

> "[The program aims] to increase their level of scholarly awareness, to make them more professionally aware of their own situation and what's happening in other strata and situations, to create a high level of critical awareness of the teaching scene generally, to develop a more philosophical attitude, a high level of ethical sensitivity to students and their needs. This doesn't preclude the idea of being a more competent operator. They learn to explore the world of theory and apply it intelligently to the world of practice." (BCAE lecturer)

> "[The program's] thrust is to provide opportunity for teachers to become better decision makers in broader professional matters as well as at the classroom level. [It aims to] broaden and deepen their knowledge base, explore their value framework, [help them] become better manipulators of ideas used to make decisions." (CIAE lecturer)

All groups of questionnaire respondents, except for teachers not enrolled, were asked to indicate how much emphasis they considered should be placed on each of five aims of the B.Ed. degree. These responses are summarised below in Figure 4, with complete results provided in Appendix 3 (Table 3.1).

As can be seen from the results, questionnaire respondents also supported strongly the aims suggested by interviewees, with only minor differences between the various groups apparent.

The questionnaire results show that all groups most strongly endorsed as an aim of the B.Ed. the improvement of teachers' professional competencies: a clear majority considered that great emphasis should be placed on this aim. The aim of improving teachers' understanding of curriculum development and implementation was also endorsed by all groups, and all groups but the withdrawals gave strong support to developing a broader outlook in teachers. The aim of improving teachers' ability to interact professionally with colleagues and community members was given reasonably strong support, while the aim of providing teachers with a deeper theoretical understanding of education was strongly supported by lecturers, somewhat less strongly supported by school administrators and endorsed least of all by the teacher groups. Less than one-fifth of the students, graduates or withdrawals considered that great emphasis should be placed on this aim of the B.Ed.

Comments from the interviews are useful in illuminating perceptions of the aims of the Bachelor of Education degree.

The aim of improving a teacher's professional competence was frequently mentioned during the interviews (especially by the students and graduates), and was often referred to in conjunction with other goals. For example:

> "[It aims] to give teachers a wider background, i.e. what's behind what's happening in the classroom. It gives you a feeling of being more of a professional than you feel in the classroom. For example, you can feel just like a child minder. I think its wide aims is to make teachers better teachers, but rather than concentrate on classroom techniques, it concentrates on the professional background." (B.Ed. graduate, BCAE)

> "It aims to input lots of ideas, give you contact with your peers and encourage you to take risks, be innovative and get out of the rut you can easily get into in your teaching. This has been one of its greatest benefits." (B.Ed. student, BCAE)

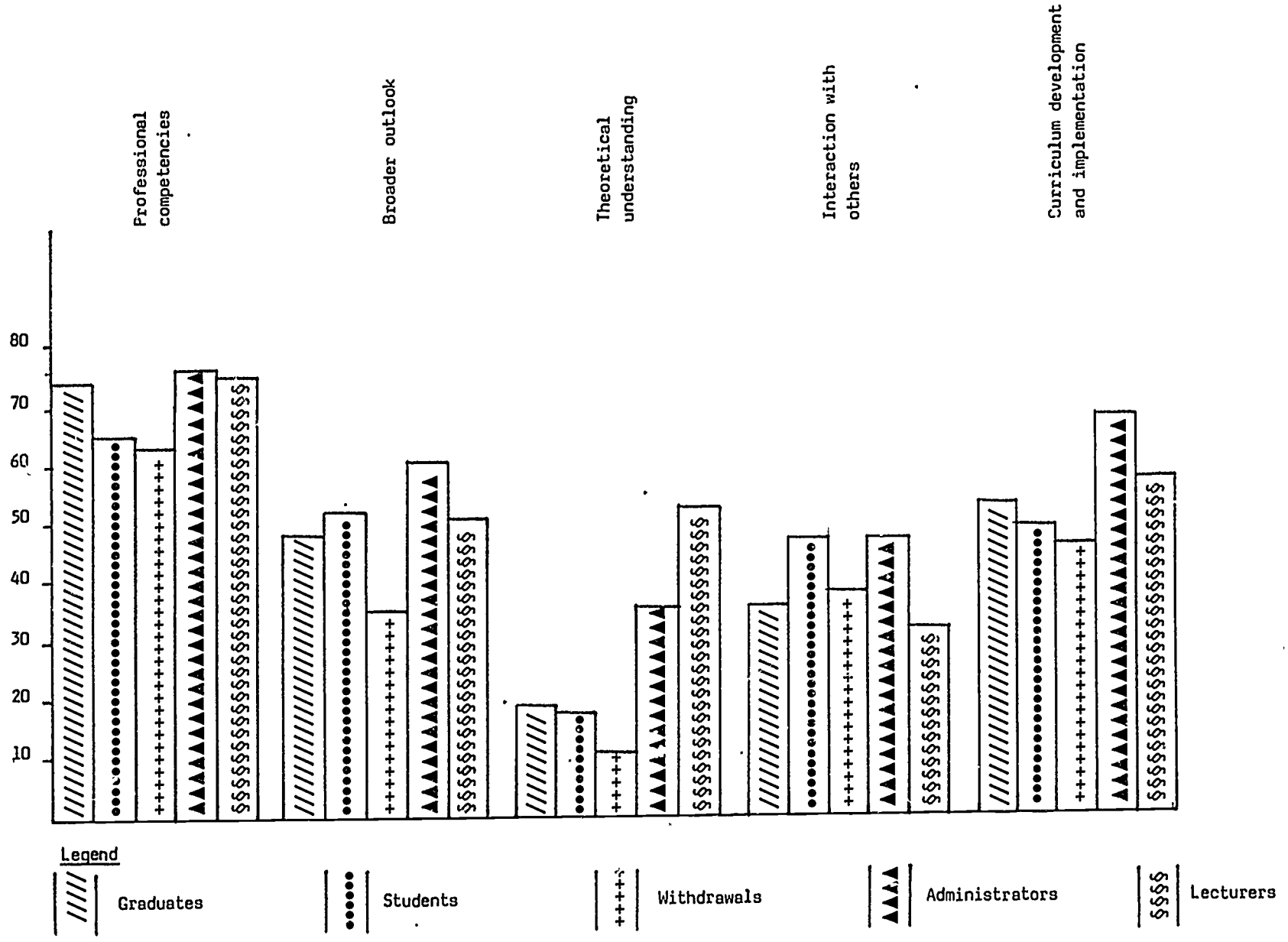
> "[It aims] to introduce you to different theories of different people, give you a variety of ideas to use. It's an opportunity to evaluate yourself, see your faults and improve them." (B.Ed. student, JCUIAE)

Lecturers who referred to the aim of professional competence often linking it with curriculum design and implementation. For example:

> "[It aims] to show teachers how to implement and individualise curriculum in the school context. It is a chance to reflect on alternatives to existing practice, different ways of approaching things. They become more sophisticated in ways of adapting theory to practice." (DDIAE lecturer)

Some lecturers also described the program as being designed to build on, in the light of classroom experience, the knowledge and skills teachers acquire in their pre-service education. As one lecturer explained:

Figure 4: Proportion of respondents indicating that great emphasis should be placed on each aim of the B.Ed. program



"An important aim of the program is to help teachers develop more specialised knowledge in areas which are of vital concern to them in their everyday tasks. They return to the program with a more mature outlook on various issues in education and appear to be more aware of areas in which they would like to expand their knowledge." (JCUNQ lecturer)

School principals who considered that teacher professional development should be an aim of the B.Ed. degree sometimes also mentioned other aims. A typical comment was:

"It aims to develop teachers' skills and understanding of education generally. It allows a broad development of educational philosophies. Teachers benefit from that. I think it is also closely related to the school situation."

Illustrative comments referring to the aim of giving teachers a greater appreciation of understanding of educational issues are:

"I think its major aim is broadening teachers, giving them a greater awareness of educational issues." (School principal)

"I think it aims to broaden the teacher. It forces you to read a lot more so you run across different philosophies you weren't previously aware of and different alternatives in education." (B.Ed. graduate, BCAE)

"It takes people beyond the qualifications they've got and allows you more independent study of something of interest to you. You become a more thinking person educationally." (B.Ed. graduate, JCUIAE)

In addition to the aims described above, a small number of interviewees discussed other aims of B.Ed. programs. One principal, for example, saw the B.Ed. as aiming solely to improve teachers' academic qualifications. In his words:

"I think it provides teachers with qualifications in an academic not practical sense. This is not helping schools. There is a definite need for upgrading, but it should be upgrading in teaching skills not academic qualifications and I don't think the CAE is doing this."

A few teachers also saw the B.Ed. as aiming to improve teachers' qualifications and standing in the community, although this was not always the only aim attributed to the B.Ed. by these teachers. For instance:

"It aims to improve the overall social acceptability of teachers and to improve their general educational level. I think this is important. The public opinion of teachers is not very good. This is probably partly because of envy of what people perceive to be the good working conditions teachers have, but also because the public awareness of what teachers do is not good." (B.Ed. withdrawal, BCAE)

5.3 The Bachelor of Education as a pre-service qualification

In the 1978 Review of Teacher Education in Queensland, it was recommended that the basic qualification for teaching should be a Bachelor of Education degree, but that the final year of the degree should be completed following at least one year's teaching in a school. The Review Committee was opposed to lengthening pre-service education so that the B.Ed. would be completed prior to the commencement of teaching. Some other State reviews of teacher education, and the National Inquiry into Teacher Education, which were published after the Queensland Review,

concluded that a four-year degree completed as a pre-service qualification should be the basic qualification for teaching.

In this study, all groups were asked for their opinions, both in questionnaires and interviews, on the desirability of a four-year pre-service Bachelor of Education degree. Questionnaire respondents were asked to indicate whether they considered teachers should have the option of completing a B.Ed. as a pre-service qualification. These results are shown in Table 3.

Table 3: Percentage of respondents supporting the availability of an optional pre-service B.Ed.

	GRADUATES (N=192) %	STUDENTS (N=188) %	WITHDRAWALS (N=131) %	TEACHERS NOT ENROLLED (N=191) %	SCHOOL ADMINISTRATORS (N=112) %	LECTURERS (N=60) %
Yes	54	58	75	85	74	59
No	46	42	25	15	26	41

School administrators, withdrawals and teachers who had not enrolled in the program are clearly in favour of the option of a pre-service Bachelor of Education degree, while lecturers, graduates and students are fairly evenly divided on the issue.

In-service B.Ed.

While those interviewed were much less supportive of the notion of a pre-service B.Ed., only relatively small numbers were interviewed and hence the level of support in general is best judged from the questionnaire results reported above. The responses of interviewees are useful, nonetheless, in providing an insight into why a pre-service B.Ed. was not universally supported. The most frequent reason given by interviewees for favouring an in-service B.Ed. was that, after a period of teaching experience, teachers have a more accurate and realistic appreciation of the nature of teaching, are able to relate theoretical concepts to their own practical experience, are able to contribute to the program from their own experience and are able to evaluate the quality and relevance of course content. For example:

> "The advantage [of doing the B.Ed. in-service] is that they are more knowledgeable themselves, more experienced. They come to the B.Ed. with more questions and perceived needs and they are able to recognise solutions when they see them. They have a better perception of their own needs and problems. They're more able to perceive the application of knowledge and skills and able to evaluate information, including that given by the lecturers." (College lecturer)

> "I think that it's important that it's done this way rather than before any experience. You've got something real to talk about. At pre-service we didn't know enough to develop our own ideas as professionals to talk competently. There are so many perspectives to challenge the way you think. There's not the same benefit at the pre-service level. You have no professional identity." (B.Ed. graduate)

The importance of teachers experiencing the practical reality of classroom

teaching before returning to complete a B.Ed. was also the reason most frequently advanced by questionnaire respondents when arguing that a pre-service degree should not be offered. Illustrative comments from questionnaire respondents are:

> "A background in the classroom is most beneficial to get most mileage out of the course. Pre-service courses have already filled your head with theory and there is a need to get into the actual teaching situation and develop your own personal philosophy of education before much benefit can be derived from the B.Ed." (B.Ed. graduate)

> "No, as in its present structure it required people to draw on situations and to relate theories, etc. to the practical. Experience is necessary to understand issues raised in the B.Ed. course." (B.Ed. student)

> "Study after experience is more useful and has a better grounding when it develops from rather than before experience in the field." (School administrator)

Other advantages of an in-service B.Ed. were each advanced by a few interviewees and questionnaire respondents. Some felt an in-service degree discourages teachers from concluding that their teacher education is complete once they have done their initial preparation: if the B.Ed. is offered in-service, teacher education is likely to be seen as an ongoing process. The B.Ed. also provides an excellent opportunity for teachers to rethink their approach to education and may rejuvenate those teachers who have lost their drive and whose teaching has become stale. A lecturer, for example, commented:

> "There are advantages in doing the B.Ed. in-service for two main reasons. Teaching is a very conservative profession which needs questioning, but this is unlikely to come from within. We are in a very rapidly changing society and prescriptions don't hold up for very long. Teachers need to take time off from the pressures, constraints and demands of the job to look at it from a more critical perspective. They have this opportunity in the B.Ed. More indirectly, it leads teachers to believe that professional enrichment is an ongoing process which doesn't terminate with basic credentials (Dip.T. or B.Ed.)."

Similarly, a B.Ed. student responding to the questionnaire commented that:

> "I believe all teachers should be made to undertake the B.Ed. as it keeps them up with the times and provides opportunities to change certain teaching methods."

Other questionnaire respondents believed that the B.Ed. is more appropriately studied in-service because of its theoretical rather than practical bias. For example:

> "I maintain that pre-service work should have a high degree of "training" in it and for me this would use up much of the time available and a degree needs professional maturity that most pre-service students do not have." (Lecturer)

> "Because there is little in the B.Ed. which makes for a competent teacher. Teachers, especially young ones, need to know how to teach, not what to teach or how to select subject matter etc. More emphasis to teaching strategies and less to curriculum which is still rather rigid anyway." (B.Ed. graduate)

"Too theoretical. I like the idea of the new teacher spending some time in a school (e.g. one year as it is now) before they can commence the degree. We should not be 'selling' the degree to them. They should be earning it." (School administrator)

A few respondents believed also that teachers both contribute more to and benefit more from a B.Ed. as mature students than they would as young students and that, with the program as it stands, teachers are more motivated as they choose to complete the fourth year rather than do it as a compulsory part of their pre-service education.

Some interviewees commented on the length of experience teachers should have before enrolling in the B.Ed. A couple of lecturers and a graduate felt that teachers should not return too soon. As the latter explained:

"At college, doing the diploma you don't see the relevance of philosophy, etc. You just accept and say thanks very much. It has a lot more meaning after you've been teaching. But I think for the first two years you're not able to cope with more study. You're getting on top of content and teaching."

Others disagreed. Their concern was that teachers, after an extended break, would find it hard to return to the routine of study. Although supporting the concept of an in-service degree, they recommended an early return to study. That is:

"There is a great advantage in having a short break in schools and then coming back because students will have been exposed to the real world in the school. They have a better understanding of areas in which they need to supplement their knowledge and skills. Practice teaching in college is relatively short. The break away from study is also good. The obvious disadvantage is that once you've had a spell of study, it's a shock to have an extended break and then return. Ideally, the break shouldn't be long." (College lecturer)

Pre-service B.Ed.

A small number of interviewees and a majority of questionnaire respondents supported the availability of a pre-service Bachelor of Education degree. The reason most frequently advanced in support of an optional pre-service B.Ed. was that combining teaching and family commitments with part-time study made it difficult to complete the degree in-service. As this was the usual reason given for teachers withdrawing from the program, or not enrolling at all, this concern is clearly well-founded. Many respondents also stated that teaching or study are not performed to as high a standard possible if both are being undertaken simultaneously.

Illustrative comments from each of the groups of respondents are reproduced below.

"While I feel experience before further study is very important, the workload of a B.Ed. as well as the school workload is excessive. It is very difficult to do two jobs well." (B.Ed. student)

"Once a teacher begins teaching, in the early years a lot of time is required to prepare adequately and do the marking etc. required. This leaves little time for study and/or recreation." (B.Ed. graduate)

"In the six months that I enrolled, the degree course completely dominated my life. Hours of study, doing home chores in the middle of night after lectures rearranged my life." (B.Ed. withdrawal)

"I personally feel that to undertake any study whilst also teaching, I would do neither job to my satisfaction, therefore, a pre-service course would be preferable." (Teacher not enrolled)

"I feel in the early years of teaching teachers need to devote so much time to working with their pupils that time spent on extra study at night seems to take from the quality of work in the class." (School administrator)

"They can then concentrate on teaching, not personal study, in their early years on the job."(College lecturer)

A second major reason advanced by respondents for a pre-service B.Ed. degree was that it was difficult for teachers to return to study after a break of one or more years. Respondents citing this as a reason for a pre-service B.Ed. claimed that study habits and skills are lost after a prolonged absence from study. A teacher who had withdrawn from the program commented, for example, that "after being away from study, reading and assignment, it is very difficult to get back into the swing of it."

A third significant group of responses concerned the improved preparation which would be afforded to beginning teachers should the B.Ed. be available as a pre-service qualification. A graduate who was interviewed, for example, said that:

"A four-year pre-service B.Ed. is a good idea. More can be done in a fourth year provided [it] is more oriented towards school. After three years you're thrown straight in at the deep end. In the fourth year you should be attached to a school so you can see what's really happening and what's expected of you as a teacher. Subjects in a degree would have to be more difficult." (B.Ed. graduate)

A few questionnaire respondents considered that a pre-service B.Ed. would allow more time for the development of background knowledge of subjects the prospective teacher would teach, educational theory or skills in curriculum development. For example:

"Pre-service courses are inadequate for content background of teachers and inadequate for a considered reflection on educational issues." (College lecturer)

"A B.Ed. degree gives you more information about the process of education. It seems easier to teach if you have the theory and you know yourself what philosophy of education you elect to follow." (B.Ed. graduate)

A handful of respondents considered that, if the B.Ed. was seen as the basic qualification for teaching, the requirement that this be completed in-service placed teachers at a disadvantage when compared with other professionals. A lecturer who was interviewed, for instance, commented:

"I'm fairly strongly committed to the idea that other professionals graduate with a degree so it should be like this for teachers. They should have a professional qualification with substance. On the other side of the coin after three years it's good to go out to the real world and experience teaching. When they return they get more out of the program. There's a lot to be said for this. A good B.Ed. group is wonderful to teach. They have so much to talk about, discuss and explore. A compromise would be a pre-service degree and a diploma given some substance with a lolly attached to motivate teachers to enrol."

3.4 Structure and content of B.Ed. programs

An analysis was made of Bachelor of Education course submissions and college handbooks to determine the structure and content of B.Ed. programs.

The structure of the final year of the Bachelor of Education programs offered by Brisbane College of Advanced Education, Capricornia Institute of Advanced Education, Darling Downs Institute of Advanced Education and James Cook University of North Queensland are outlined below.

Brisbane College of Advanced Education

. Curriculum studies:	Teachers in the Curriculum + at least one other curriculum studies unit (from sixty listed)
. Studies in education:	Contemporary Issues in Education + at least one other studies in education unit (from eight listed)
. Studies in the teaching/ learning process (six listed)	At least one unit from two of these strands
. Specialist studies (eighty listed)	
. Liberal studies (sixty listed)	

Two units may be selected from any strand.

Capricornia Institute of Advanced Education

Compulsory units	Curriculum Inquiry Cultural Foundations of Education Evaluation of Educational Ideologies One Educational Psychology unit (from four listed) One Curriculum Studies unit (from nine listed)
Elective units	Three units from educational psychology, curriculum studies, education (seven listed) or general studies subjects. General studies subjects consist of Fine and Applied Art, advanced level subjects from other degree courses at Capricornia Institute of Advanced Education or an individual project.

In addition to subjects listed in the Capricornia Institute of Advanced Education schedule, students may undertake an independent study in each area, or enrol in units offered by Brisbane College of Advanced Education.

Darling Downs Institute of Advanced Education

Compulsory units	Philosophy of Education Sociology of Education Models of Teaching - Psychological Perspectives Curriculum Analysis Curriculum Inquiry (double unit)
Elective units	Two units selected from units in the following areas: Early Childhood (from two listed) Physical education (from two listed)

	Language and children's literature (from two listed) Computers in education (from two listed) Special education (from two listed) Educational administration (from two listed) Supervised study (double unit)
James Cook University	
Compulsory units	Curriculum and instruction (2 units) Perspective on learners (2 units) Two units in advanced curriculum studies (early childhood, language arts, mathematics or social sciences)
Elective units	At least one from a group of six "education studies" units + one other unit from the list or from advanced curriculum studies.

In each of the programs, the final year of the Bachelor of Education thus requires the completion of eight units. There is a considerable difference among the programs in the balance between compulsory and elective units and in the degree of choice available in the elective units. Brisbane College of Advanced Education has the most flexible program with only two compulsory units and a large number of elective units from which students can choose. Darling Downs is the most highly structured program with six of the eight units being compulsory, and thirteen subjects available from which to choose two electives. Four units are compulsory at James Cook and three at Capricornia. At least two "curriculum studies" units are compulsory in all of the programs. In terms of "educational foundations" subjects, both Capricornia and Darling Downs require study of philosophy of education, sociology of education and educational psychology as separate subjects; Brisbane College of Advanced Education requires students to study an integrated foundations subject and to choose at least one other educational foundations subject from any of the three areas; James Cook University requires that two subjects oriented towards educational psychology be studied. In none of the programs are students required to select a general studies subject; in fact, only in the Brisbane and Capricornia programs do students have the option of studying a liberal or general studies unit.

The Darling Downs and James Cook programs provide limited opportunity for specialisation. In these programs, two units must be taken from the same curriculum studies area. In the Capricornia program, it is possible to take a maximum of four units in a given area by selecting the appropriate curriculum unit, an individual project in the curriculum area and two liberal studies units from the same discipline area. Students enrolled in the Capricornia Bachelor of Education can also study a maximum of four subjects in educational psychology. The Bachelor of Education at Brisbane College of Advanced Education offers opportunity for specialisation in a range of curriculum and other areas (e.g. special education, educational administration, educational psychology). It is possible to study up to five units in the one discipline area, for example, by selecting a curriculum studies unit, two specialist studies units and two liberal studies units in the same area.

5.5 Range of content

Teachers who were interviewed generally sought a wide range of topics and expressed satisfaction where this was available. A number, however, were disappointed when subjects they wished to study were unavailable in a particular semester or year. Often, too, teachers listed additional subjects they would like included. For example, comments referred to the need for teachers to have the opportunity to update teaching skills in their own curriculum area, the desirability of

including units on legal issues affecting teaching, classroom management and computers in education. Comments included:

> "I was very happy with it ... There were four core areas and four areas of chosen study. We had plenty of scope." (B.Ed. graduate)

> "I'd like to see a larger variety of subjects offered, but this is restricted by the size of the college. Subjects are offered on a rotational basis. I wanted to do a Music curriculum subject but this wasn't offered in the two years I've been enrolled. You're forced to take subjects you're not really interested in - I don't see the benefit of that." (B.Ed. student)

These views were shared by a number of students and graduates from all institutions and by school administrators who commented on their questionnaires that the efficacy of the B.Ed. would be improved by the availability of a wider range of subjects. While some respondents recommended merely the need for greater choice, others specified the additional subjects they would like to see offered. The enormous diversity of comments indicates the multitude of needs and interests of those undertaking the program and is clear from the responses recorded below.

> "More emphasis on language development, particularly the teaching of reading and process writing. Perhaps a greater emphasis on the wide subject range of primary schooling." (School administrator)

> "Education is a people oriented business and more emphasis should be placed on the skills which would allow teachers to interact capably with parents, public, peers, etc." (School administrator)

> "Notes could relate a little more to early childhood sector and have more subjects available for study in this area. Not only special education teachers deal with problem children and with children with handicaps. How about a course for this area for the classroom teacher." (B.Ed. student)

> "Greater scope for pursuing topics of interest relating to school situations. For example, as I work in a deaf-blind unit, I would like the opportunity to investigate the Rubella syndrome in a detailed study." (B.Ed. student)

> "I would like to see a broader range of subjects. For example, there is no physical education, art, science, etc." (B.Ed. graduate)

A number of lecturers interviewed endorsed these views, either commenting that the program at their institution provided students with a satisfactory range of options or recommending that additional subjects be included. Their comments included:

> "It's [the program's] flexibility [is the best feature] in that there are a great many options open to students in terms of the combination of units they can do. There is something there for everyone."

> "There needs to be a rethink of the B.Ed. in terms of a couple of units to promote autonomous, independent learning, making them [teachers] think what they want to gain and then making wise [subject] choices - almost orientation units. They need some sort of a mentor. At the moment there's no thinking through of their program. Then we'd know if the content was valid. We would identify needs, potentials and demands and offer units to meet demands."

The need for flexibility was highlighted in the comments of several lecturers

who considered that teachers enrol with different needs, all of which should be catered for in the B.Ed. In the words of one:

> "The aim of the B.Ed. should be to answer teachers' own questions, for example, on how kids learn, why they misbehave. I'm not sure how well the B.Ed. does this - it's too prescriptive. It would be better if teachers came along and said: 'This is what we want to know', and courses were designed to satisfy these needs. I expect teachers would have similar needs, for example, 'how can I teach better? - relating to kids, communicating'."

All groups of respondents were asked to indicate the extent to which colleges should allow specialisation in B.Ed. programs. As shown in Table 4, there was a very high level of agreement among questionnaire respondents that teachers should have the opportunity to specialise in the B.Ed. The results showed that there was also very strong support among questionnaire respondents for specialist graduate diplomas which would allow teachers to specialise in particular areas.

Table 4: Proportion of each group agreeing or strongly agreeing with items concerning specialisation

	GRADUATES (N=192) %	STUDENTS (N=188) %	WITHDRAWALS (N=131) %	TEACHERS NOT ENROLLED (N=191) %	SCHOOL ADMINISTRATORS (N=112) %	LECTURERS (N=60) %
Colleges should develop strands within the B.Ed. which would allow students to specialise in a particular area	91	90	95	92	87	93
Colleges should develop specialist graduate diplomas to allow teachers to specialise in particular areas	91	84	96	91	80	91

Some lecturers interviewed felt it would be possible to strike a balance by combining a general core with specialist units. They considered it important for teachers to have contact with certain professional development units. One commented:

> "I'm not firmly in favour of one or the other. There is a core of professional units which teachers should be exposed to. These are represented in the units we offer. There is a lot of merit in having someone in the school with strong interests in certain areas, particularly expert in particular areas. The B.Ed. could model that - a core of essential units, plus room to build up expertise - a compromise."

A couple of lecturers felt that the proper place for specialisation was in graduate diplomas and at the Masters level.

5.6 Relevance of content

Those lecturers interviewed and those who responded to the questionnaire generally considered the B.Ed. was relevant to classroom practice, and they identified several factors contributing to relevance. Staff at all institutions suggested that the use of classroom-based projects for assessment promoted relevance. Comments included:

> "With curriculum inquiry - I've no doubt [it's relevant]. Action research is the preferred assignment response and a mid-semester assignment to give a conceptual framework to the action research."

> "All theory is related to practice and in assignments students are asked to identify an issue relevant to their practice then read relevant literature and undertake research in their own classroom or school."

> "Essentially by basing activities to be completed on the situations that the teachers work with, e.g. major assignment designed to observe and comment upon theoretical concepts as they appear in the classroom; requesting that teachers respond to ideas in terms of their experiences rather than simply regurgitating information."

The subjects offered in the B.Ed. and the choice of content within subjects were described as contributing to the program's relevance by some lecturers at each of the colleges. Comments include:

> "[Relevance is ensured] by trying to keep up with the latest developments in various areas. The two most recent subjects added ... one is on computers; another is just beginning on supervision."

> "(a) Adjust the content to suit each group by (i) survey of interests/needs or (ii) group discussion (early in the semester). Then prioritise unit segments and/or (b) work inductively adjusting the unit through the semester by responding to group and individual needs."

A small number of lecturers in interviews considered that the Bachelor of Education does not present to teachers the most recent information or educational theories, although this was not a widespread concern.

The linking of content to the classroom situation and teachers' needs was also thought to enhance relevance. A lecturer in the expressive arts gave the following example:

> "For example, in drawing they go through a basic course of instruction, then do work of their own related to an area in which they need to improve their skills, e.g. drawing boats for a TAFE teacher teaching boat building, or chairs for one teaching upholstery."

A philosophy lecturer lso commented as follows:

> "The philosophy subject asks the question: 'What should schooling be trying to achieve?' and in the subject two issues underlying this question are explored. For teachers who are increasingly being asked to be active deciders, having some idea of broad aims is highly relevant."

Many lecturers responding to the questionnaire reported that they attempted to enhance the relevance of their subjects by illustrating theoretical concepts with

practical examples drawn from teachers' experiences or by seeking to have course content based on teachers' experiences.

A couple of lecturers cautioned, however, that the price of relevance with some units may be quality. One science lecturer, for example, made the following remarks in reference to science units:

> "You've got to watch with relevance that you don't dilute the content, for example, with primary school teachers. A B.Ed. unit is equivalent to a third-year bachelor's subject. Many teachers after some years' teaching experience do see the relevance [of these units]."

A few lecturers also suggested that the relevance of the program could be traced to the staff's involvement with schools and their willingness to seek feedback and adjust their units accordingly. For example:

> "It goes back to the personnel. The staff here is committed to relevance, getting out into the schools. The program could change overnight if you had a program head less in touch with schools. Most of the staff here have been primary teachers and have moved into academia. We're out in the schools all the time."

Certainly lecturers reported being open to student feedback. For instance:

> "It [student feedback] is crucial. I seek it, consider it and act on that of it which I can see will lead to improvement. It's discretionary and there is always a diversity of opinion [among students]."

It was suggested that the involvement of teachers in the formal planning and review processes of a program ensured its relevance. One lecturer commented:

> "Attempts were made right from the planning stage. Classroom teachers had input into the creation of the Foundation Studies. Its implementation involves teachers going back into the schools to gather data. That maintains a strong link with the school."

Teachers' experience generally corresponded with these comments. Interviewed teachers tended to agree that B.Ed. programs were relevant to their needs, and had found lecturers to be cognisant of the programs operating in schools and the day-to-day problems confronting practising teachers. Only a few made remarks about lecturers' theoretical or idealistic bias. An illustrative teacher comment is:

> "I'm happy with the course. I think it's very relevant. Some things are practical. Even with things that are not you realise that theory helps you with practice. If you don't have the theory you can't base your practice on it, e.g. models of how children read. I think the content's relevant. It makes you more aware of children's needs and you can apply what you learn."

Interviewed teachers who had been or were enrolled in the B.Ed. also, almost without exception, had found lecturers willing to listen and respond to feedback, although a couple queried whether changes flowed from student feedback.

Some students and graduates did, nonetheless, consider that the program should be more oriented towards practice. For example:

> "Relate more subjects to the actual classroom or teaching environment. Stop teaching some of the obscure philosophical and sociological subjects that have little bearing on what is done in schools." (B.Ed. graduate)

"Show and develop practical applications of theory which must be implemented in the classroom to gain an understanding of the nitty gritty workings of any ideas." (B.Ed. student)

Some principals expressed a concern in interviews that certain aspects of the program are neither practical nor relevant to the classroom situation. One commented, for example:

"Some units are totally unnecessary. The direction of some is not accurate. Some units are an anachronysm. Some are not related to what teaching is all about. One teacher was doing sociology and psychology units which had no relation to what happens in the classroom. A B.Ed. from a CAE should be more practically oriented; it should be directly related to your work. Other units are very practical (e.g. one on reading)."

The extent to which school administrators consider the B.Ed. degree is relevant to the needs of their school can be judged from Table 5.

Table 5: School administrators' perception of the relevance of the B.Ed. to the needs of their schools (N=112)

	%
Very relevant	25
Somewhat relevant	55
Of little or no relevance	20

A clear majority of administrators perceived the B.Ed. degree as at least somewhat relevant to school needs, although one-fifth of the administrators reported that the B.Ed. was of little or no relevance to the needs of their school.

Administrators who elaborated on this issue suggested a variety of ways by which the relevance of the program could be enhanced. The most frequent were the inclusion of wider range of content and a more practical emphasis in the program. There was little commonality in the administrators' responses with respect to the subjects which they considered could be included in the B.Ed. to make it more relevant. Examples of content areas suggested for inclusion were: psychology, computer education, language development, personal development, excellence in teaching.

The following comment illustrates how the B.Ed. could, in the view of one principal, be made more practical:

"I'd like to see the B.Ed. course more practical so it truly becomes an in-service course whereby doing the course teachers have to implement something in their classroom not just read a whole lot of theory. Some theoretical aspects are okay, but these should not be divorced from practical concerns."

In summary, the results indicate that the content of B.Ed. programs should be of sufficient breadth to meet the range of needs which teachers seek to satisfy through completing the degree, and it must be related to the contemporary roles of teachers.

5.7 Changes to the organisation of B.Ed.

Questionnaire respondents were asked to indicate the extent of their support for a number of changes to the way in which B.Ed. units were offered. The proportion of each group endorsing the offering of full-year subjects, of students having the option of taking a year to complete subjects normally taken in one semester, and the availability of summer schools is shown below in Figure 5.

There was strong support among withdrawals, school administrators and teachers not enrolled for students to have the option of completing one-semester subjects over a full year. A slight majority of lecturers endorsed this possibility, while about half of the graduates and students agreed that this option should be available. The notion that full-year subjects should be available was supported only by a majority of graduates and school administrators, and in each case, by a slight majority only.

The notion of summer schools was strongly supported by lecturers, but a little less than a majority of students and graduates agreed that they should be available.

The idea of summer schools was also canvassed during the interviews. The lecturers interviewed thought summer schools had the potential to introduce increased flexibility into the program, to provide an opportunity for teachers to study without the worry of other commitments and to enable institutions to cooperate in the offering of subjects which may not ordinarily be available because of the numbers of students enrolled. Comments included:

> "They're a good idea - but [lecturers] would need to be paid to take them. They'd give B.Ed. students a chance to do something at a different time when they have fewer commitments."

> "With a combined effort of a number of institutions they'd be especially good for subjects like Music Curriculum, P.E. Curriculum, Art and Craft Curriculum where it's difficult to get numbers in regular B.Ed. courses."

One lecturer suggested that the B.Ed. program be structured around vacation schools. That is:

> "I think the B.Ed. should be restructured with a lot of use made of summer schools. That is, you'd work very hard, do all the reading beforehand and the summer schools would be follow-up - like the Canberra CAE model."

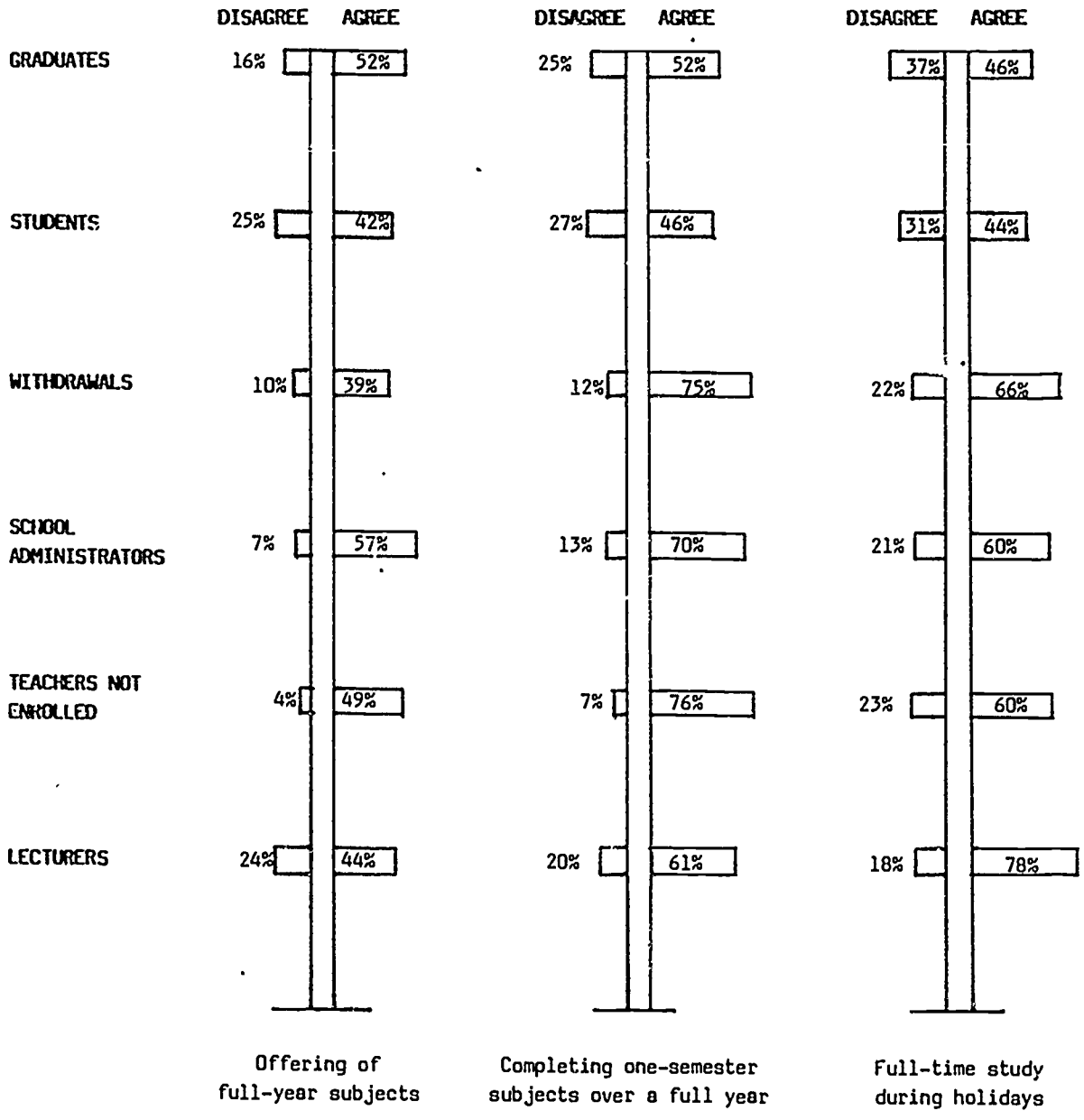
Certain difficulties however, were recognised. Several considered that, as the North American situation (for example, the system of teacher employment, the length of summer holidays, the nature of summer schools) is not comparable to the situation in Australia, it would be unwise to model summer schools in the Australian context on the arrangement there. For example:

> "Yes, but I'm not sure how many would be keen on them. There's not the history of this in the Australian situation. The American system is very different. You could compress the course to fit but it's not the same as the number of hours over a semester. It's possible, but ...".

Some lecturers argued that as teaching was a stressful occupation, it was important that teachers have ample holidays. The financial burden which geographically isolated teachers may face if they attended summer schools was also raised by a couple of lecturers.

Other points concerning a reorganisation of the B.Ed. which were raised by questionnaire respondents included:

Figure 5: Extent of agreement with various options concerning the offering of B.Ed. units



Offering of full-year subjects

Completing one-semester subjects over a full year

Full-time study during holidays

- the desirability of credit being given by institutions for units completed at other institutions;
- greater freedom in subject choice;
- extension to the time limit for completion of the degree;
- elimination of duplication between subjects.

One lecturer suggested a more fundamental reorganisation of the B.Ed. as follows:

> "I'd like to see the B.Ed. structured into four strands. Strand 1 - further development of the three education studies disciplines, viz. philosophy of education, sociology of education and psychology of education, confronting more issues and concepts relevant to teachers' work (e.g. the changing role of the school, PEP, technological change and employment/leisure) - those issues based on and arising out of teachers' work.. These areas become tools for further investigation after the course. The teacher would do one subject from each discipline. Strand 2 - curriculum development (one subject). Strand 3 - subject areas (two subjects chosen from a number of areas). Strand 4 - specialist studies in the teacher's own curriculum area or personal/professional interest area (two subjects chosen from a number of choices)."

CHAPTER 6

STUDENT EXPERIENCES IN THE B.ED.

Questions were included on both graduates' and students' interview schedules and quesstionnaires concerning their particular experiences as internal or external students. Specifically, teachers were asked to comment on the problems associated with and advantages of various types of study, and the sensitivity of lecturers to the needs of students studying externally or internally. Lecturers were also asked to comment on how they catered for these different types of student. Questions were also included on the teaching-learning methods and assessment.

The modes in which questionnaire respondents studied for the B.Ed. are shown in Table 6 below.

Table 6: Study modes of questionnaire respondents

	STUDENTS (N=188) %	GRADUATES (N=192) %
Part-time external	60	54
Full-time external	14	19
Part-time internal	39	50
Full-time internal	4	6

Note: Some teachers studied in more than one mode

6.1 Experiences as an external student

Advantages of external study

By far the most common advantage of external study given by teachers was the freedom external study allowed for control over one's own study arrangements. As attendance at lectures is not required, students are able to study at their own pace and at those times which suit other commitments. For example:

> "Study can be done in my own time. Study time can be flexible to fit in with rest of the family." (B.Ed. student)

Other positive features identified by respondents were the provision of comprehensive external materials and the availability of the program to those students who may otherwise be disadvantaged by their geographical location. One student remarked, for example, that "a lot of material is provided for reading and research which means you don't have to do library searches, etc.".

Problems of external study

The problem of external study identified most frequently by both interviewees and questionnaire respondents was the lack of contact with other students and the lecturing staff and concomitant feelings of isolation. The external program was

perceived as suffering from the lack of an interactive dimension - an opportunity to discuss lectures and to seek clarification of ambiguous or complex concepts or course requirements from lecturers. Comments illustrating this are:

> "If you study internally you have the chance to interact with other teachers. You meet a cross-section from lots of areas. It helps keep you motivated and helps you organise your study and is more stimulating. You only get the theoretical aspects if you study externally." (B.Ed. student)

> "Working on my own on assignments; sometimes felt I was working 'blind'. I needed others for stimulation of ideas." (B.Ed. graduate)

> "There are advantages in attendance. There is no way you can experience the program as fully externally. Lots of units are based on teachers' working with students. Any process based approach to learning (as these are) requires continual monitoring of students. All are at different levels and require different responses. With the external mode it is very difficult." (College lecturer)

A number of lecturers interviewed also stated that lack of access to resources was a significant problem for external students, a perception with which many questionnaire respondents concurred.

A further disadvantage frequently reported by questionnaire respondents was the time pressures associated with combining part-time external study with teaching and family commitments. This might be seen more as a problem related to all part-time study, rather than one that applies only, or even to a greater degree, to students studying externally. Responses included:

> "Time - my job involves travelling and evening and weekend work. Family commitments - guilt feelings about time spent on B.Ed. Tiredness - evening study after day at work. Work - which could absorb all my time." (B.Ed. student)

> "Pressures of home and family; school pressures above and beyond what seemed necessary. Both contributed considerably to making completion of the course most difficult." (B.Ed. graduate)

Aspects of assessment were a significant problem for the questionnaire respondents. Both students and graduates outlined the problems associated with understanding the assessment expectations of lecturers, coping with the workload created by heavy assessment requirements and not receiving feedback or initial assignments before the submission dates for subsequent work. Illustrative comments are:

> "Inadequate prompt feedback on assignment results; inadequate indication of exam expectations of lecturers; some readings fairly obscure in relation to assignment topic; not enough reading in any assignment topic." (B.Ed. student)

> "Often assignments were not returned before the next assignment was due. Hence valuable feedback could not be acted upon." (B.Ed. graduate)

Other disadvantages of external study identified by much smaller numbers of questionnaire respondents included maintaining motivation, administrative delays and the quality of the external material, although it should be noted that teachers were on the whole satisfied with the external material provided.

The comments of a couple of lecturers pointed to a general problem with the preparation of external material. Because of their non-interactive nature and the amount of time and effort involved in the preparation of notes and other resource materials, it is difficult for external units to be responsive to the changing needs of students. One lecturer explained:

> "Internal students provide a framework for innovation. If you are contemplating changes to the unit you can pilot those ideas with the students. You can deviate from the study program. For example, if there is a cluster of special education teachers you could set aside tutorials for this. There is a tendency for external courses to ossify. Preparing study guides is like writing a book."

Finally, some questionnaire respondents and interviewees discussed the difficulties students may face with residential requirements.

Addressing the needs of external students

While teachers indicated a number of problems with external study, they generally found lecturers sensitive to the particular difficulties of external study as the following table indicates.

Table 7: Extent to which students and graduates rated lecturers sensitive to the needs of external students

	STUDENTS (N=136) %	GRADUATES (N=137) %
Great extent	37	41
Moderate extent	47	52
Little extent	15	6
Not at all	1	2

Two methods, in particular, emerged from questionnaire responses as ways in which lecturers most effectively take account of the special needs of external students. The willingness of lecturers to be available by telephone or in person and/or to respond quickly to requests for assistance were reported as helping enormously to alleviate feelings of isolation which were a problem for many external students. A number of teachers also expressed approval of the choice of teaching methods which allowed interaction with other students and the lecturer (for example, vacation schools, telephone tutorials, teleconferences) and the supplementing of written notes with a variety of other media. One student, for example, commented that:

> "It was good to meet lecturers at vacation school as it was easier to contact them once you knew them. They were very helpful and sympathetic to external students' problems."

Another praised telephone tutorials:

> "Teletutorials were valuable because of the personal contact with lecturer and fellow students and their ability to resolve problems and gain an insight into lecturers' concept on the subject."

While the results in Tables 4.1 and 4.2 in Appendix 3 indicate that less than half of the teachers who studied at least one subject externally had experienced telephone tutorials, they show that 38 per cent of these graduates and 60 per cent of these students reported that telephone tutorials were helpful all or most of the time. This probably indicates an improvement in telephone tutorials in 1985.

With respect to the availability of lecturers, the results were mixed, with about half of the respondents indicating that lecturers were able to be readily contacted all or most of the time. The response to vacation schools, especially among the students, was fairly positive, with 62 per cent of students and 50 per cent of graduates who had attended vacation schools reporting that these were useful learning experiences all or most of the time. Fewer than half of the teachers studying externally had, however, been to a vacation school. A large proportion of teachers reported that they experienced difficulties in attending vacation schools.

The results also show that B.Ed. students and graduates would prefer lecturers to visit regional centres much more often.

From their comments on the questionnaire, it was clear that some teachers sought greater communciation with lecturers and felt that lecturers should be able to be contacted more easily. Comments included:

> "Perhaps if it were part of the procedure that lecturers spoke (by phone or in person if possible) to students at beginning of the course and established some sort of rapport." (B.Ed. graduate)

> "It would be easier if lecturers were given fixed times during the week during which external students could phone about any problems." (B.Ed. student)

Ways in which teachers reported that lecturers helped to alleviate their concerns regarding assessment were by provision of clear guidelines concerning expectations for assessment, granting extensions to due dates and providing prompt feedback. For example:

> "They never complained about any late assignments. Reasonable choice of assignment topics and, on occasions, plenty of evaluative comments and provision of suggested reading (not that you could ever get what you wanted from the exrernal library)." (B.Ed. graduate)

A small number of teachers pointed to the importance of providing comprehensive resource material for external students. Tables 4.1 and 4.2 show that teachers were very satisfied with the quality of the external notes, but that they felt that insufficient use was made of non-print material.

A handful of teachers were nonetheless critical of the excessive amount of material which was provided in the external notes, or the terminology used in them. For example:

> "Vast quantities of printed material that only had limited application to the course. Language used in some material did not take into account that external students were not in contact regularly with this type of language. Granted we must use terminology specific to Education, but education is not facilitated if students cannot understand terminology."

A few teachers considered that lecturers should recognise the difficulties external students face with respect to resources and select texts and recommend readings that are more easily attainable. For example:

"It is essential that lecturers assess the availability of prescribed texts before course requirements are posted out. In two subjects the book was either not available on time or once not at all." (B.Ed. graduate)

The methods which lecturers used to cater for the needs of external students appear to be very much in tune with teachers' expectations. Initiating personal contact with students, for example, and/or being open to telephone or personal contact from the students were frequently mentioned. For example:

"By making as many avenues of communication from student to lecturer as possible available as quickly as possible."

"By being available for conferences with students either by phone or in person if students live near Brisbane."

One lecturer described how he strove to generate an interactive process in his external unit:

"I write copious notes in response to their assignments and get them back quickly. I interact with their ideas, redirect their thinking - that's my teaching role in the course. It's a continuing process - students then respond in their next assignment."

Lecturers also noted the importance of comprehensive, well-planned external materials and assessment requirements which take account of the difficulties of external study and for which detailed and informative feedback is provided promptly. For example:

"Carefully devised materials which (i) reduce jargon, (ii) provide valuable additional up-to-date readings, (iii) include activities to consolidate and apply learnings, (iv) are lively and relevant. Provide a reading guide listing contents of most of the recommended reading."

Smaller numbers of lecturers made use of personalised teaching methods such as telephone tutorials and vacation schools and/or supplemented external notes with audio tapes, video-cassettes or slides. One lecturer, while agreeing that a variety of media can add to the quality of the learning experience for external students, felt that direct personal contact is invaluable. He commented:

"With external study there should be great use of a variety of media to personalise, illustrate and enrich (e.g. videos, audio-cassettes, tele-conferencing, the traditional written article type). Over recent years lecturers have developed a more personal style in correspondence with external students. Where possible they should get to a number of centres in the State where students could come and make direct contact, maybe once per semester."

6.2 Student experiences as an internal student

Advantages of studying internally

Those factors identified as problematic for external students were described, not surprisingly, as positive features of internal study. The opportunity to contribute to and gain from interactions with peers and lecturers was the most frequently cited advantage of internal study given by both interviewees and questionnaire respondents. That is:

"Personal contact with lecturers and other students. Clarification of problems. Able to plan assignment and discuss." (B.Ed. graduate)

"Instant response to questions. More sharing of information, discussion and group support." (B.Ed. student)

"Personally I think we have gone a long way with the externalisation of courses, but there are advantages in face-to-face contact. There is a problem to the extent that there is quicker communication of information face-to-face. Students can signal immediately their understanding, relevance or lack of it, etc. Students also have the opportunity to discuss issues with each other." (College lecturer)

The results in Tables 4.3 and 4.4 (Appendix 4) indicate that teachers generally felt that there was adequate opportunity to share experiences with other teachers, while the great majority of students and lecturers felt that there was adequate opportunity in class discussion to receive feedback from other students at least some of the time.

The other significant positive feature in the minds of many is the easier access to the resources of the tertiary institution (e.g. staff, library) compared to external students. As one student remarked: "All the facilities are available on the campus and help from tutors is easy to get".

Other advantages mentioned by a few lecturers and teachers were that teachers continue to receive an income while studying and are "on task in the classroom". A small number of teachers said that regular class attendance motivates and disciplines them to work towards the degree. Finally, two lecturers pointed out that, with part-time students, lecturers were able to modify a subject to suit the needs of a particular group.

Problems of part-time internal study

Some problems with part-time study were also identified, the most frequently mentioned by both interviewees and questionnaire respondents were those associated with combining work, study and family commitments. A typical comment made by a teacher here is:

"The disadvantages are that study clashes with family commitments and involvement in other things. You often have a tiring day and then have to go to lectures that night. You have to study evenings or weekends. The only advantage I can think of is that you get paid while you do it." (B.Ed. student)

The issue of the workload associated with B.Ed. programs is discussed more fully in Section 6.4.

Other disadvantages of part-time internal study were each mentioned by a few teachers. It should be noted, however, that there was not widespread concern among teachers about these issues, which are listed below:

- the expenses incurred by internal students (e.g. union fees, text books)

  "I really object to having to become a student union member. Text books are often a waste of money - I don't buy them any more; there are good books in the library - and often they're not even based on Australian schools." (B.Ed. student)

- time spent attending poorly presented lectures
- the amount of travelling involved

  "Travelling time to and from the college twice a week used up much study time." (B.Ed. graduate)

- taking advantage of resources and gaining access to lecturers
- meeting assessment requirements

  "Lack of time for extensive library research. Interpreting lecturers' requirements for assessment." (B.Ed. student)

Meeting the needs of internal students

Lecturers were generally perceived by teachers who had studied internally to be at least moderately sensitive to their needs, as shown in Table 8 below. It is also relevant to note the results for the final item of Tables 4.3 and 4.4 in Appendix 4. This shows that the vast majority of teachers reported that lecturers were receptive to student feedback at least some of the time, with 71 per cent of students and 41 per cent of graduates reporting lecturers were sensitive to student feedback all or most of the time.

Table 8: Extent to which students and graduates rated lecturers sensitive to the needs of internal students

	STUDENTS (N=80) %	GRADUATES (N=108) %
Great extent	38	26
Moderate extent	55	60
Little extent	7	13
Not at all	-	2

As with external students, those behaviours most frequently perceived by teachers as indicative of lecturers' sensitivity were a willingness to be approached should problems arise and understanding of the pressures of a dual workload coupled with a sympathetic and supportive attitude. Typical responses were:

"You could 'drop in' any time. Therefore, small problems were solved quickly and did not get out of hand. They were always willing to help." (B.Ed. student)

"Varied very much with individuals. Most helpful were those who made themselves available for individual or small group discussion of progress in research or assignments." (B.Ed. graduate)

Many lecturers reported that they tried to respond to students' needs by being available and willing to be approached by students, either by telephone or in person.

Other factors frequently mentioned were lecturers' choice of teaching and assessment methods. Lecturers' appreciation of the needs of students was perceived

to be expressed through the use of teaching methods which encourage participation, which focus on skill acquisition, which are well prepared and which make use of relevant content. For example:

> "Provision of book lists as well as other info. Provision of opportunity and encouragement for interaction, discussion and group work." (B.Ed. graduate)

> "An attempt to make most of the work both intellectually stimulating and practical. Treatment (in most cases) of internal students as fellow professional educators." (B.Ed. graduate)

Many lecturers themselves reported that they used participatory teaching methods and adapted the unit to accommodate the needs of the particular student group they were teaching.

Teachers, too, were appreciative of lecturers' flexibility with respect to assignment topics and submission dates and their willingness to clarify assignment requirements.

> "It is difficult to generalise as some lecturers were far more helpful and sensitive than others. One area of great assistance was a particular lecturer's flexibility in allowing assignments to be submitted at a reasonable date after the formal submission date. Such flexibility is essential when one considers the demands that occur in the teaching profession." (B.Ed. student)

> "During one subject the choice of assessment items was negotiated between lecturer and student." (B.Ed. student)

Many lecturers reported that they had a flexible approach to assessment and were willing to negotiate with students. For instance:

> "Students use a form of contract. There are three assignments, one seminar presentation, one formal essay and one action research project (which includes a 'work-in-progress' presentation). Students decide the loadings of marks for assignments and due dates. Content is related to given subject content, but they may elect to study individual interest after consultation with me. The students come from very varied backgrounds."

A small number of students expressed approval of lecturers' provision of resource materials and/or their attempts to make resources more widely available (e.g. "Freezing books and journals for student usage at the library."). Many lecturers also reported that they tried to cater for students' needs by ensuring resource materials are available for them.

A small group of teachers pointed to some ways in which lecturers could be more sensitive to the needs of internal students. Their responses generally focused on the need for improvements to teaching and assessment procedures. In particular, ensuring the relevance of content and the use of teaching methods which require greater involvement by students and which take more account of their experience and maturity and the diverse situations in which they teach were recommended by teachers. Indeed, Tables 4.3 and 4.4 show that while teachers considered that sufficient use was made of their teaching experiences as a basis for discussion in lectures and seminars, 37 per cent of students and 48 per cent of graduates reported that sufficient use was made of teachers' experience in determining the content of the course little or none of the time. It is also of interest to note that slightly less than one-quarter of students and graduates reported that lecturers incorporated into

courses only a little of the time, the topics teachers felt needed to be covered. Teachers reported that teaching methods used were generally totally determined by the lecturers.

Comments made by teachers include:

"Some lecturers need to promote discussion between teachers, after all the students in this case are mainly teaching professionals and some for a fairly long time." (B.Ed. student)

"Some lecturers couldn't come to grips with the different needs of teachers undertaking the B.Ed. program and those of students undertaking teacher training." (B.Ed. student)

"In a few cases the lecturers tend to impress their educational strategies and philosophies as being the correct way without being aware of individuals' particular circumstances or accepting the competence and professionalism of students sometimes with as much experience in their area of school or sometimes even more." (B.Ed. graduate)

Notwithstanding this last comment, the results show that teachers, in the main, considered that lecturers accepted them as fellow professionals.

Some respondents questioned the quantity of assessment required in some units and sought greater feedback on assessment items, more relevant topics, a greater relationship between assignment topics and lecture material and the timing of assessment so as not to coincide with school examination times. With respect to feedback by lecturers to students, the second item in Tables 4.3 and 4.4 shows that a slight majority of teachers considered that lecturers gave them adequate feedback all or most of the time, whereas 8 per cent of students and 14 per cent of graduates reported that adequate feedback was provided for only little of the time.

6.3 Experiences as a full-time student

A small proportion of respondents discussed similar issues to those above in relation to full-time study. A few interviewees, for example, mentioned the problem of loss of income and feelings of frustration and dissatisfaction if the quality of the program is poor.

Some lecturers felt that the value of the B.Ed. was limited for full-time students who did not have access to a classroom. Their comments included the following:

"It depends. You need access to classroom teaching if the program is going to be relevant. If you can do the B.Ed. with access (i.e. without working with children or schools) the program is wrong."

"Teachers who are teaching can question what you're doing and try it there and then. You always leave a course with good intentions, but you don't implement them. Teachers don't get as much out of the course if they're not also teaching."

A number of other lecturers disagreed. Some commented that access to a classroom was not essential. Recent teaching experience would suffice. For example:

"[For full-time students], lectures are still at night, so they don't get into the social life of the campus. It's really the same as part-time study - doubling up. In (this subject), there's no need for access to a class, but it's important to have had fairly recent experience in classrooms."

Others pointed out that, where required, (for example, for curriculum projects) teachers studying full-time are able to negotiate access to a classroom without difficulty. One lecturer explained:

> "For action research [full-time students] negotiate access to a classroom. That hasn't been difficult. Whatever can be done to take it easier to gain access to a class is done. The fallback position is a case study option which can be done as a library exercise."

A positive aspect of full-time study, in the opinion of most who commented, is being able to devote one's total attention to further studies without having to forego or reduce involvement with other commitments. Some teachers and lecturers considered this to be the best mode of study.

> "It comes back to time again. The best way to do it is full-time, but only a few can get release. With part-time study you're only trying to get through in the course. You're carrying a job and study. I've heard the quality of their teaching drops." (College lecturer)

> "The advantage [of full-time study] is that it's not as pressured. I didn't want to give everything else up. It's pressured if you've got school, lectures and preparation." (B.Ed. graduate)

Full-time study was also thought by some to allow students easy access to college staff and other resources and the opportunity to become involved in the day-to-day environment of the institution in which they are studying.

6.4 Workload of B.Ed. programs

As preceding sections indicate, a major concern for teachers studying part-time is the time demands of their study. In order to gain a further perspective on this, graduates, students and lecturers were asked to respond to questions concerning the workload of B.Ed. programs. At the broadest level, respondents were asked to indicate whether they believed the workload to be heavy, moderate or light: the results for this question are shown below in Table 9.

Table 9: Perceptions of the program's workload

	HEAVY %	MODERATE %	LIGHT %
Graduates (N=192)	42	56	2
Students (N=188)	50	50	-
Lecturers (N=60)	28	69	3

These results show that virtually no-one considered that the workload was light, and that nearly half of the teachers considered the B.Ed. required a heavy workload.

The question of workload was also discussed in the interviews. Some lecturers considered the workload as appropriate, although demanding, while others considered it excessive. For instance:

> "If it follows the guidelines it's quite appropriate. The minimum and maximum times to complete it are quite appropriate."

"The whole concept that good teaching means piling on the work is one of the main problems we face. There's too much work in the B.Ed. - quantity rather than quality. People should be forced to reflect more on what they're doing."

A small number of lecturers commented that some teachers took on too much work during the B.Ed. and would be better advised to study one subject per semester rather than two. For instance:

". . . some students take on too much and find the load of two units per semester too heavy, but they have the choice. It means not enough time to concentrate on both subjects. You need think-time."

In the interviews, some teachers considered the workload as reasonable. ("it wasn't too bad. Family and work were compromised to an extent, but that's a short-term problem which can be overcome with organisation.") Others, however, felt the workload was excessive. One student, for instance, said:

"It's frustrating. There's not enough time to do the work required by the units. You're expected to do eight hours per unit per week normally, but when assignments are due you endeavour to double it."

Comments were made by lecturers, teachers and principals that the workload depended, to some extent, on the individual teacher and the particular units which the teacher was studying.

Perhaps the principal who made the following insightful comment came closest to identifying why work and study commitments cause conflict for some teachers:

"Some time demands are unrealistic. Designers of the course should consider that teachers have varying demands at various times. They have demands at the end of the semester at the college of advanced education and at the school, for example, parent-teacher interviews, exams, assignments. Lecturers should take this into consideration when they set assignments."

All groups of respondents were asked to rate the extent of their agreement with three items concerning the amount of support in terms of reduced teaching load or study leave which teachers might be given. These results are shown in Table 10 below.

These results show that there was divided opinion concerning whether teachers should be given a reduced teaching load while studying for the B.Ed., with school administrators being the least enthusiastic about this possibility. Similarly, there was also divided opinion concerning whether students should study for the B.Ed. in their own time. This latter proposition was supported least strongly by teachers who had withdrawn from the B.Ed. and most strongly by school administrators and lecturers. There was, however, very strong support among all groups that teachers should be given extended release from the classroom every few years to enable them to undertake in-service activities.

Table 10: Percentage of each group agreeing with statements concerning study for B.Ed.

	GRADUATES (N=192) %	STUDENTS (N=188) %	WITHDRAWALS (N=131) %	TEACHERS NOT ENROLLED (N=191) %	SCHOOL ADMINISTRATORS (N=112) %	LECTURERS (N=60) %
Teachers should be given a reduced teaching load while they are studying for the B.Ed.	41	55	54	56	31	44
Teachers should study for the B.Ed. in their own time	43	40	30	40	57	58
Teachers should be given extended release from the classroom every few years to enable them to undertake in-service activities	95	83	93	93	82	96

6.5 Teaching and learning methods

Lecturers reported using a number of teaching and learning methods with internal students. Generally, as indicated in Table 11, these are a variation on the format of lecture coupled with an activity requiring active student involvement. More use was reported to be made of group discussion and workshops than formal lectures.

Table 11: Extent to which lecturers make use of each of the following teaching or learning methods (N=60)

	GREAT %	MODERATE %	LITTLE %	NONE %
Formal lectures	12	49	31	9
Student seminars or presentations	9	46	33	12
Group discussion	41	41	13	5
Workshops	38	34	23	6
Teaching aids (e.g. film, video)	30	34	35	2
Student assignments	25	53	22	-

Another method used by some lecturers is personalised self-instruction. That is:

> "Students are given a series of written modules to master. The curriculum content is predetermined full-stop ... It's mastery style - mastery of the module is 80 per cent correct."

The teaching methods usually chosen by lecturers included activities which foster student participation and lecturers generally reported that students are encouraged to contribute to class discussion from their own teaching experience.

Generally, lecturers had found students satisfied with those teaching and learning methods which require a high degree of involvement by them. The following are exemplary comments:

"They like high involvement, not just sitting and listening."

"They like to be involved in discussion and lecturing up to a point. Something that involves a certain amount of input and activity, discussion."

One lecturer who had experimented with an expository style of teaching had been disappointed with the quality of his students' work. He explained:

"In the second semester of 1985 I did something which I will never do again - the trial running of the 1986 external notes. I read from the external notes, gave them [students] objectives, worksheet questions, worksheet responses. Students were very 'polite' about the expository teaching method, but their essays weren't as good as previous years. Therefore, I assume students need time to discuss the concepts before having to write about them"

One other commented that, in his experience, teachers have no real preference for a teaching or learning method. Rather, their judgments of the quality of an experience are based on the relevance of the material. In his words:

"They don't have any preference. We get growls and praise for both [lectures and group work]. They are looking for clear explanatory frameworks, particularly when they have not been exposed to models in the past. They react against lectures that are more highly theoretical and they can't see the immediate application. They accept small group work and the preparation involved if it assists them in assignment preparation, opens the opportunity to discuss common concerns or a concern they were unconscious of , e.g. one introduced by another teacher."

The teaching/learning methods most preferred by teachers (both interviewees and questionnaire respondents) were those which encouraged feedback and provided an opportunity for teachers to explore issues with their colleagues and learn from each other's experiences.

Several students and graduates had found that the opportunity to contribute to discussion and interact with teachers from a range of curriculum areas and educational sectors an important part of their learning.

For some teachers this interaction with colleagues was the most memorable aspect of the program. One graduate, for example, commented:

"The thing that sticks in my mind is it brought teachers close together and got us thinking about what we are doing. It was very supportive and I still see a lot of them. The best experience was just the feeling of community. We all had different views. It was so diverse a group, but the B.Ed. was able to get people like that together, to discuss things, to disagree, etc."

The results shown in Tables 4.3 and 4.4 in Appendix 4 and discussed in the previous section are also relevant here. In particular, the results for the first, fourth and seventh items in the tables indicate that most teachers reported that there was

adequate opportunity to share their experiences with other teachers enrolled in the B.Ed., to receive feedback from fellow students and to use their teaching experiences as a basis for class discussion at least some of the time.

There were, nonetheless, a handful of interviewees who expressed dissatisfaction with the over-use of seminars. Indeed, a small number of interviewees reported that the over-use of seminars had contributed to their decision to withdraw from the program. One withdrawal, for instance, stated:

> "I like lectures, that is, to have lecturers teach you, after all you expect them to be the experts. I have the feeling that a number of the units are mainly seminars run by students and these are often of a poor quality, but that lecturers allow them to continue. It may be conservative, but I think lecturers are paid to do more than that."

This was certainly a minority viewpoint, however. One lecturer may have come closest to the mark in explaining why a small minority of students eschew seminars when he reported:

> "Originally they think that lecturers don't do any work [in the seminars], but they find that we do contribute to the discussion and lead them via their presentation to other areas. We are actively involved in the teaching and learning process. They have to come to the lecturer before their presentation to discuss what they're going to present and how. They have to choose a presentation method to suit the group and involve it actively."

As might be expected, a small proportion of teachers had found other teaching/learning methods apart from discussions or seminars most useful. For example: personalised self-instruction, practical activities, the use of teaching aids, library research and lectures ("A lecture situation [is most useful] because at that time of the day that's all that can be absorbed.").

Despite this last comment, the results from interviews and questionnaires show that the teaching/learning methods viewed as least useful by teachers were lectures or those which involved theoretical or irrelevant or excessive assessment. For instance:

> "Straight lecturing accompanied by illegible and too detailed overheads - guaranteed to send straight to sleep after a heavy teaching day - especially as we know it is the wrong way to teach." (B.Ed. graduate)

6.6 Student influence on units

Lecturers were asked to indicate the extent to which students were able to influence a number of aspects of their unit. These results are shown in Table 12.

These results show that the greatest influence teachers were able to exert was over the topics for assessment, and, to a lesser extent, the submission dates for assessment. About half of the lecturers reported that teachers could have a moderate influence over the aims of the subject and three-quarters that teachers were able to influence, at least to a moderate extent, the content of the course and the teaching/learning methods used. About half of the lecturers said teachers could not influence to any great degree the methods of assessment.

Table 12: Extent to which lecturers report that teachers are able to influence a number of aspects of their unit (N=60)

	GREAT EXTENT %	MOD. EXTENT %	LITTLE EXTENT %	NOT AT ALL %
The aims of the subject or unit	4	49	32	15
The content of the course	10	65	21	5
The teaching/learning methods used	12	62	24	2
The methods of assessment	13	37	43	8
The topics for assessment	36	35	25	4
The submission dates for assessment	22	53	12	14

Of those who expanded on the above items, some described most aspects of their units as open to negotiation. For example:

> "Aims and methods of assessment are on the whole preset. However, negotiations about content, teaching/learning methods and topics for assessment always occur as I believe in catering as much as possible for the teachers who enrol in each offering of the unit."

The more common response was to elaborate on the flexibility of assessment. Responses included:

> "We always give teachers the option of selecting their topics or negotiating an individual topic. Weighting on various forms of evaluation is negotiable. We recognise part-time students have many pressures on them. Therefore, we will always negotiate submission dates."

> "We try to make assignments relevant and useful for teachers so the specifics of most assignments are chosen and negotiated in a general overall frame. When dealing with fellow teachers we realise they have peak times and can change due dates to free them as long as final mark deadlines are satisfied."

Other points made were that feedback from students is used to modify subsequent offerings of the unit and that the external program is far less open to student input.

Teachers, however, did not report having a great deal of input into coursework decisions. Their responses are tabulated in Appendix 4 (Tables 4.3 and 4.4). Approximately two-thirds of both students and graduates reported that topics covered in units and teaching methods used were determined by the lecturer.

6.7 Assessment of students

Methods of assessment

The methods of assessment which lecturers reported using in their units are shown below in Table 13.

Table 13: Proportion of lecturers using various methods of assessment (N=60)

	%
Examinations	38
Assignments	95
Student presentations	50
Practical projects	50
Other methods	10

Lecturers use a variety of assessment methods, with nearly all making use of assignments and about half of the lecturers using student presentations or practical projects. More than one-third of the lecturers made use of examinations to assess teachers.

Teachers interviewed, almost without exception, preferred assignments to examinations or student presentations. They described a number of reasons for this preference. Given the heavy workload of the degree, assignments were viewed as placing less pressure on teachers. Assignments were also perceived as allowing for the application of knowledge and more closely resemble the actual teaching situation where resources are available to the teacher. They provide an opportunity to investigate an issue and present an argument for and against a particular position.

The above points are illustrated by the following comments:

> "The assessment in the program was a combination of exams and assignments. I prefer assignments because there is less pressure with these than with exams. There was no say in assessment topics with compulsory units, only a couple of alternatives from which you could choose." (B.Ed. graduate)

> "I prefer assignments and there were only assignments in the subjects I have completed. There was also lots of feedback given on assignments. These provide an opportunity for application of knowledge and they are much more like the real situation. For example, with curriculum design one would have access to all the necessary resources." (B.Ed. student)

Graduates and students were asked to rate the frequency with which a number of statements reflected their experiences of assessment in the B.Ed. These results are shown in Tables 4.5 and 4.6 in Appendix 4 and are referred to in the following discussion.

About half of the students and 40 per cent of the B.Ed. graduates reported that they were able to relate assignments to their classroom situation all or most of the time, while fewer than 20 per cent of each group said they were able to relate assignments to their classroom situation little or none of the time.

Some teachers disliked introducing or trialling new ideas (required for assessment). One interviewee, for example, commented:

> "As a teacher in a secondary school much of the classroom-based assessment work caused problems even though the majority of the lecturers allowed some flexibility. It may have been different in a primary class situation." (B.Ed. graduate)

The questionnaire responses indicate, however, that classroom-based assignments did not generally interfere with the work program at the school. A majority of teachers considered that interference to the school program due to classroom-based assignments occurred little or none of the time.

Comment was also sought from lecturers concerning the extent to which work teachers undertake in schools could be used for assessment purposes. There was a mixed reaction to this question, with the majority of respondents indicating that the potential exists for classroom-based projects or independent studies. For example:

> "Subjects demand school involvement in the assessment either by planning curriculum materials/units for own classroom or by assessing and working with individual students."

> "Endeavour to do this as much as possible. It is a good incentive, amalgamates theory and practice - it shows teachers that theory has an application in the classroom."

Although lecturers were not generally opposed to the idea, and a number would like to see greater use made of teachers' activities, a couple pointed to certain difficulties. One explained:

> "I strongly believe that the B.Ed. should be under the control of the college and academics (not schools and the Education Department). Thus assignments can (and ought) to relate to school experiences and problems but this has to be at the direction of the lecturer concerned."

As far as the teachers were concerned, 62 per cent of both graduates and students reported that projects or other work undertaken in schools could be used for assessment in B.Ed. units at least some of the time.

The results for an item concerning the extent to which there should be credit given in the B.Ed. for activities, such as participation in school-based activities, which are not part of a formal academic program show that a clear majority of all teacher groups, including the administrators, supported this proposal, but it was endorsed by only 49 per cent of lecturers.

Flexibility in assessment

Tables 4.5 and 4.6 (third item) show that teachers generally reported there was a reasonable degree of freedom in the choice of topics for assessment. As noted in an earlier section, lecturers reported being fairly flexible in allowing student choice in the topics for assessment, but less flexible in the methods of assessment used.

Responses to the questionnaire show that a significant proportion of teachers reported that lecturers were unwilling to grant extensions: about one-third of the graduates and one-fifth of the students reported that lecturers were flexible with assignment deadlines little or none of the time.

A graduate who commented on the importance of flexible deadlines reported:

> "As mentioned previously this [flexible deadlines] was appreciated. This is the most important item on this page. The keenest, most hardworking students can be forced to give up studies often through no fault of their own, if this does not apply."

Feedback

The issue of inadequate feedback on work submitted was raised by some teachers who were interviewed. Some external students, for example, emphasised the importance of receiving comments on a first assignment well before the second assignment was due for submission, or before the student was required to sit for an examination. Some external students who responded to the questionnaire also considered that late return of comments was a problem:

> "Generally assessment was very fair although I feel feedback was perhaps not given soon enough. At one stage three assignments had not been returned and a fourth assignment was almost due." (B.Ed. graduate)

Item 5 in Tables 4.5 and 4.6 shows that more than 40 per cent of graduates and students reported that there was little opportunity for teachers to consult with examiners after assessment items had been returned. Many teachers reported that they would like more comments from lecturers on their work:

> "Lecturers comments are sparse and difficult to read, but are most valuable in assessing one's problems. More comments please." (B.Ed. student)

6.8 Withdrawing from the B.Ed. program

The questionnaire results indicate that those teachers who withdraw from the Bachelor of Education do so early in the program. Of the questionnaire respondents, nearly half withdrew within the first few weeks of the program, and a further third withdrew later in the first semester of their studies. Only about 20 per cent of questionnaire respondents had completed a unit when they decided to discontinue with the program.

The major reason given by teachers for withdrawing from the program was that pressures of combining teaching, study, family and personal commitments became unbearable. The dominance of this issue is clear from the questionnaire results summarised in Figure 6 below. Full results are provided in Appendix 4 (Table 4.8).

These results show that nearly four-fifths of the withdrawals reported that the stress of combining teaching, study and family commitments was a very important factor in the decision to discontinue their studies.

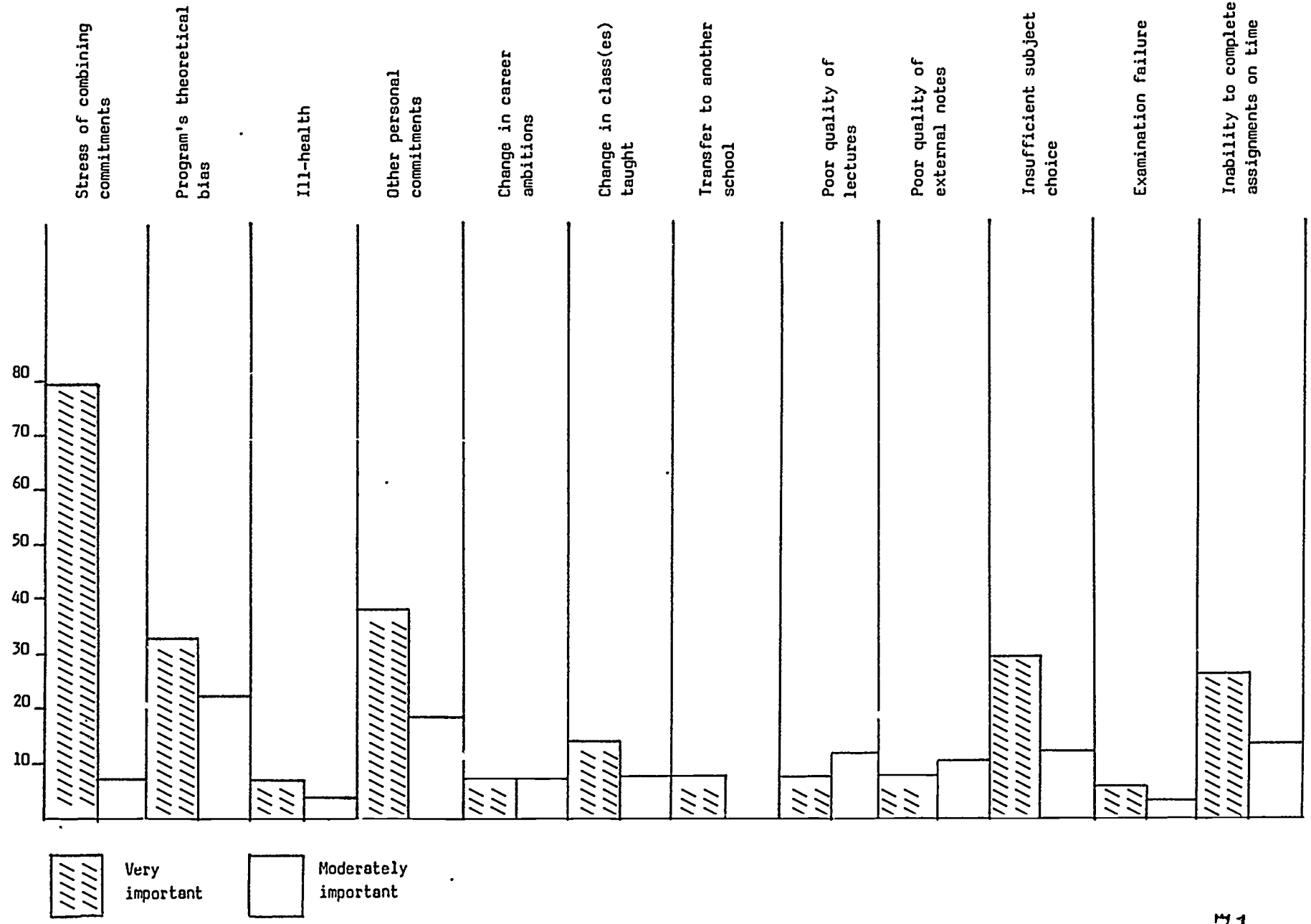
The comments of interviewees illustrate the problems which can arise. For example:

> "I withdrew because of heavy commitments with the Army Reserve. The Army Reserve and the B.Ed. meant working weekends and Monday, Tuesday, Wednesday, Thursday nights. I also liked to take sporting teams in the afternoon. The stuff we were doing wasn't helping me to be a better teacher, so when it came to a choice between the Army Reserve and the B.Ed. I chose the Army. If the course was really relevant to my teaching I would probably have kept on."

Questionnaire respondents were also given the opportunity to expand on these reasons for withdrawing from the B.Ed. program. These comments again highlight the prressure which teachers studying part-time can be under, e.g.:

> "After doing a day's work at school I could not settle down to study at night. Not sufficient time for preparation and study at the same time."

Figure 6: Reasons teachers withdraw from the program



"The reason for withdrawing was that family commitments became too demanding - at present it is impossible to cope with study and a young family."

A few teachers mentioned the associated difficulty of completing assessment on time. For instance:

"I believe that, had there been no completion date for assignments, I would still be in the program. For external students deadlines cause stress and studying to pass rather than studying to acquire knowledge."

Aspects of the B.Ed. program were important factors contributing to the decision of a significant number of teachers to withdraw from the program. Thirty-three per cent of teachers reported that the theoretical bias of the program was a very important reason for their withdrawal and 29 per cent reported that insufficient choice of subjects in the degree was a very important reason for their discontinuation. In the interviews and in questionnaire responses, dissatisfaction with aspects of the program was sometimes linked to assessment. Two comments made by interviewees illustrate this:

"The real problem was doing it externally. I really felt isolated and there were problems getting in touch with the lecturer. If I could do it internally part-time I would. You need someone easily accessible. I gave up on the first assignment; the deadline was approaching and I didn't want a low grade."

"For the first assignment I got 12½ out of 25 and I think they only gave me the half mark so I wouldn't fail. I had put a lot of work into it and I felt totally inadequate when I got it back. I've been teaching for fifteen years. The initial amount of reading is a problem, but I felt I was over that when the initial assignment was due. The jargon of academics is a problem for both internal and external students. They [lecturers] drop research names, quote from them and then don't enlighten you about them. It adds to your feeling of inadequacy."

An illustrative comment from the questionnaires is:

"The subjects completed were those in which I had a personal interest. I withdrew due to the highly theoretical nature of the compulsory education subjects. This emphasis on theory reached a peak in the nature of the assignment questions. They simply did not relate to the goals or work of the average class teacher."

A handful of questionnaire respondents referred to problems associated with external study as contributing to their decision to drop out of the degree.

Although 53 per cent of questionnaire respondents indicated that they might re-enrol in the B.Ed., few of those interviewed intended to do so. Some commented that, if their circumstances were different, they might reconsider their decision, for example, if their children were older, of if internal study was possible.

CHAPTER 7

INFLUENCE OF THE BACHELOR OF EDUCATION DEGREE

7.1 Attributing cause to the B.Ed.

The knowledge, practices, attitudes and beliefs of teachers are influenced by a great many factors. To isolate the influences of any one factor (such as the B.Ed. degree) as a cause of change in teachers is fraught with difficulties. An approach using multivariate statistical procedures might be used to attempt to identify the unique contribution of each factor. In this study, however, it was decided to simply ask respondents to describe the influence of the B.Ed. degree on their own or others' development. While this does not make it possible to state unequivocally that the B.Ed. caused teachers to change, it does provide an insight into what various groups believe to be the influence of the degree.

This approach is based on the assumption that teachers who have completed or are completing the degree can make a judgment, albeit an imperfect one, on how the degree has affected them. Certainly in the interviews, most teachers felt confident about describing the influence of the degree on their teaching. Some were able to give specific examples of how an activity that they had undertaken during the degree had been used in their classroom or school. Most school administrators are in daily contact with B.Ed. graduates or students so it might be expected that they would be in a reasonable position to assess the influences of the B.Ed. program.

It seems reasonable to believe therefore that the influences of the degree as described by the respondents in the study provide a sound and useful basis for assessing the effects of the B.Ed. degree. Collecting data from various sources (e.g. administrators, graduates, students) and by various methods (interview, questionnaire) increase confidence in the validity of the results.

7.2 Influence of the degree on teachers and schools

To gain an indication of the perceived influence of the Bachelor of Education degree on school and teacher development, a series of questions was put to interviewees in which they were asked to describe the effects of the Bachelor of Education degree. These answers were then categorised so that twenty-two discrete influences were identified. On the questionnaire, Bachelor of Education students, graduates and school administrators were asked to indicate the degree of influence which they believed the B.Ed. degree had had on each of the twenty-two areas. In addition, students, graduates and administrators were invited to provide further comments on the questionnaire on the effects of the B.Ed. Teachers not enrolled and teachers who withdrew from the program were also invited to provide comments on the influence of the degree.

The results for the question which required ratings of twenty-two areas of a teacher's work are shown in Tables 5.1 to 5.3 in Appendix 5.

Generally, the results show that a reasonably high proportion of students, graduates and school administrators believe the Bachelor of Education degree has had an influence on most of the areas of a teacher's work. Indeed, more than half of the graduates reported that the degree had a positive influence on all but four of the areas listed, while more than half of the students reported that the degree had a positive influence on all but two of the areas listed. The areas where students and graduates believed the B.Ed. had the greatest influence were concerned with awareness of educational issues, understanding the educational needs of their pupils,

skill in evaluating their teaching, awareness of alternative teaching strategies and developing teachers' own educational theories. Thus, the degree was perceived to have had more of an influence on teachers' understanding and awareness than on their practice.

School administrators were less willing than teachers to attribute positive influences to the Bachelor of Education degree. Still, more than half of the principals considered that the degree had a positive influence on fifteen of the twenty-two areas listed. School administrators agreed that the major influence of the degree was in increasing the awareness of teachers of educational issues and of alternative teaching strategies and in improving teachers' understanding of the educational needs of their pupils. The administrators also put a teacher's promotional prospects high on their list of influences of the Bachelor of Education degree.

With one exception, only tiny proportions of respondents indicated that the degree had a negative influence on teachers. The exception was the school administrators' perception of the influence of the degree on a teacher's willingness to accept advice: 20 per cent of the administrators considered that completion of a Bachelor of Education degree had a deleterious influence on this.

Graduates, students and administrators were invited to add further comment on the effects of the Bachelor of Education degree. Few (around 20 per cent) of the graduates or students, however, commented. Nearly all of the comments made were of a positive nature. There was virtually only a handful of students and graduates who commented unfavourably on the consequences of their enrolment in the B.Ed. degree.

While a diverse group of comment was made by the teachers, the responses to the open-ended question indicate that teachers believe the Bachelor of Education degree has helped them to broaden their understanding of educational issues, provided them with an ideational base on which to evaluate teaching or education, helped them to adopt a more critical approach to their own teaching, or made them more aware of a range of teaching strategies and both the micro and macro contexts of teaching and education. The flavour of the perceived influences is best expressed in the words of the teachers themselves:

> "Overall, I feel the most positive effect was that it provided the opportunity to increase the teacher's awareness of vital aspects of education. What ultimately happens with that education is up to the teacher." (B.Ed. student)
>
> "Studying forced me to think about issues I otherwise may not have dwelt on for too long." (B.Ed. student)
>
> "A greater personal understanding of your profession leads to increased usage of skills, confidence in your own teaching ability, a greater awareness." (B.Ed. graduate)
>
> "I began to analyse many of the practices I followed in the classroom on the basis of educational outcomes and justification much more than previously." (B.Ed. graduate)
>
> "It has given me a greater awareness of individual differences in the classroom." (B.Ed. student)
>
> "Greater understanding of macro-educational influences - broadening of social and political perspective of education." (B.Ed. student)

There were other, more idiosyncratic, effects mentioned by students and graduates. One student, for instance, reported that his involvement in the B.Ed. degree had led to his use of computers; a B.Ed. student said that research she had done as part of the B.Ed. had led to the opening of a child care centre.

The results of interviews of graduates and students tend to support the questionnaire results. Again, it was found in the interviews that most graduates and teachers considered that the B.Ed. had given them a broader appreciation of educational issues and a greater understanding of the professional work of teachers and schools. Some comments made by interviewees exemplify these points:

> "It's given me ideas, how to teach, methods to use, things we do wrong in the classroom, e.g. not spending enough time with low achievers, and I've used those ideas. I avoid things that are wrong. For example, I no longer think I lack the time to ask questions and I encourage more cooperation between pupils." (B.Ed. student)

> "Developing curriculum was the thing I enjoyed the most. I'm more aware of things that need to go into curriculum and evaluation." (B.Ed. graduate)

As with the questionnaire respondents, interviewees also mentioned fairly frequently the effects of the B.Ed. on them personally, for example, in relation to increasing self-confidence.

An analysis was undertaken to examine the degree of relationship between teachers' self-reported reasons for enrolling in the B.Ed. degree and their perceptions of the influence of the degree. Many positive and statistically significant correlations were found between motivation to enrol and perceived outcomes. Overall, the reasons for enrolment having the strongest relationship with outcomes were enrolment: for intellectual stimulation, to improve professional competence, because the B.Ed. was seen as an integral part of a teacher's development and to gain a broader understanding of educational issues. Thus, the more importance teachers placed on these as reasons for enrolling, the more likely they were to report that the B.Ed. had influenced their work. Each of these reasons for enrolment was correlated more than .30 with a number of outcomes.

School administrators were also asked to comment on the effects of the degree on individual teachers and on the school as a whole.

Forty-nine comments were made by school administrators concerning the effects on individual teachers. The most frequent type of comment, made by about 40 per cent of the responding administrators, was that the B.Ed. had a positive influence on a teacher's professional development. These comments related to both the development of teacher insights into teaching and learning and the improvement of professional competence. Seven principals commented that the B.Ed. had enhanced teachers' personal development, most notably their self-confidence. Eleven principals indicated that the effects of the B.Ed. degree depended on the individual teacher and eleven administrators said it had little effect or a negative effect for individual teachers. For instance, one principal commented that "enrolled teachers seem to think that the school must adapt to their study needs". There were overall, however, only five of the 112 school administrators who chose to comment on a negative consequence of the degree in this question.

The principals who were interviewed were divided as to the benefits of the B.Ed. program. Some felt it had no effect on the quality of the teacher's teaching; others considered its benefits related more to personal development and still others did feel that teachers improved as teachers as a result of doing the B.Ed. One principal felt that the effect of the B.Ed. depended very much on the individual

teacher. These viewpoints are represented in the following comments:

> "The B.Ed. has not yet proved to me that it will change teachers into good teachers unless they have that original talent I mentioned before."

> "I think they benefit as persons; they're broader, have greater confidence in themselves, express themselves much better; their English skills are much improved."

> "They're more open to change and innovative techniques and more aware of their own performance, of curriculum. They're more questioning. Although they may not believe everything they hear in the B.Ed., it's an awakening process for many."

Fifty-seven comments were made by administrators on the effects of the B.Ed. on the school as a whole, although thirteen of these were to the effect that the B.Ed. had little influence on the school. The main themes running through these comments were that teachers were able to contribute to the school by the sharing of ideas which they had gained through the B.Ed. degree, for example in the development of school curricula or on pupil-free days (11 comments). A second major group of comments concerned a general improvement to the teaching standard and to the tone of the school generally. For example teachers with B.Ed. degrees were claimed "to raise the professional standard of the school".

A number of principals who were interviewed reported that B.Ed. students and graduates of the program were a source of new ideas in the school and that the principals encouraged these teachers to introduce change. For example:

> "I encourage that. If teachers see a practical application there is greater reason for them to continue. The present B.Ed. is closely related to practice."

Other principals, although supportive of teachers using knowledge and skills gained from the B.Ed. in the school, did not believe this was happening. For example:

> "I'm not aware of any fresh ideas being brought into the classroom. I would like to think they do, but I don't think it is happening."

As with the school administrators, teachers not enrolled in the B.Ed. degree were asked to describe, from their experience, their perceptions of the effects of the B.Ed. degree on individual teachers and on the school as a whole. Some 150 comments were recorded concerning the effects on individual teachers. Teachers not enrolled themselves tended to be more negative than all other groups about the effects of the B.Ed. degree. Approximately one-third of the comments related to the undesirable impact of the degree, while nearly as many teachers not enrolled reported that they could observe no effect of the B.Ed. on individual teachers. The consequence most mentioned was the stress on teachers of trying to combine work, study and sometimes family commitments. A comment also made was that many teachers enrol in the B.Ed. only to gain extra salary or increase their promotional prospects. About one-third of the comments of the teachers not enrolled were, nonetheless, concerned with positive effects of the degree. The three most frequent comments here were that the degree would increase a teacher's salary or chances of promotion, improve his or her competence or broaden his or her awareness of educational issues.

Of the 123 comments made by teachers not enrolled on the effects of the B.Ed. degree on the school as a whole, more than half were to the effect that the degree had no effect. About 20 per cent of the comments suggested that the school suffered while teachers were doing a B.Ed. For example, it was claimed that teachers doing a

B.Ed. had less time to spend in extra-curricular activities, or that commitment to the school suffered. Still, about 20 per cent of the comments did describe a range of benefits which had accrued to the school as a result of teachers doing a B.Ed. degree. For instance, a general sharing of ideas, adding to school "tone", teachers with a B.Ed. taking on new roles within the school.

Teachers who had withdrawn from the program were also asked to comment on any effects of their involvement in the program. Seventy comments were received. Given that most teachers withdrew before the completion of the first semester, it is hardly surprising to find that the most frequent comment from the withdrawals was that their involvement in the degree had no effect on them; the second most frequent comment was that the degree had affected their teaching adversely, for example, by reducing the amount of time they could spend on preparation. Nevertheless, twenty teachers considered that the involvement in the B.Ed. had benefited them in some way.

7.3 School contextual factors

The extent to which teachers are able to use, in the school, the learnings and understandings which they gain from a B.Ed. degree can be dependent to a certain extent on factors within the school, for example, the attitudes of the principal and other staff to new ideas. One graduate commented in the interviews, for instance, that if you try to introduce new ideas or discuss issues "you end up with a lot of hostility especially from experienced teachers who know that on paper you're more qualified."

Another graduate, however, described a more favourable atmosphere in his school:

> "The B.Ed. has created a higher teaching standard in the school. It is interesting for the school to have teachers who are pursuing higher studies. It creates a climate in which teachers share ideas and it leads to the discussion of educational issues."

A related issue, mentioned by a number of students and graduates interviewed, is the possibility of conflict values between the college and the school. For example:

> "There have been conflicting values. Some teachers tell you not to listen to the CAE, that it only teaches theory. They have very narrow ideas. You have to take the theory and know how to implement it in a school situation ... I've got a cool reception from some when implementing new ideas. You have to know the limits." (B.Ed. graduate)

On the questionnaire, students, graduates and school administrators were asked the extent of their agreement with a number of items relating to school context which might affect the implementation in the school of insights gained from the B.Ed. The results of this question are shown in Tables 5.4 to 5.6 in Appendix 5.

These results indicate that other teachers and administrative staff were generally supportive of teachers' participation in a B.Ed. program. Nonetheless, less than half of the students, graduates and administrators agreed that other teachers were receptive to new ideas which teachers wished to introduce into the school. All three groups of respondents were fairly evenly divided on the question of whether there was a conflict in values between college and school. There was general agreement, however, that teachers' contribution to the school suffered when study pressures were high and that the desire to try new ideas had to be balanced with the need to complete the work on which pupils would be assessed.

Graduates, students and school administrators were asked to describe those conditions within the school which facilitated the use of the learnings and understandings which they had gained in the B.Ed. and those which had hindered their use.

There was a good deal of commonality across the three groups of respondents to this question. The attitudes of other staff, including the principal, were seen as important to the degree to which new ideas could be introduced into the school. Comments of teachers who had found other teachers helpful and supportive included:

> "I have a supportive staff who respect my trialling of innovations and enjoy debating points of interest which I encounter in my studies." (B.Ed. student)
>
> "Staff were prepared to listen, discuss and generally try new ideas from the course." (B.Ed. graduate)
>
> "A supportive principal who gave me every opportunity to run new programs for teachers, take on administration and finally be acting principal." (B.Ed. graduate)

Exemplary comments by school administrators include:

> "Teachers are always encouraged to implement new ideas which are soundly-based."
>
> "There is often communication of ideas between staff."

On the other hand, it was agreed that lack of interest by staff in new ideas and resistance to change were major factors preventing the use in the school of work done in the B.Ed. For example:

> "The unwillingness of some staff to participate in activities which they did not initiate or saw as different to their method." (B.Ed. graduate)
>
> "Some insecurities of experienced non-degreed people who feel threatened by change." (B.Ed. graduate)
>
> "Having senior teaching staff in TAFE with no formal training makes it hard to convince these people of the need to change old ideas." (B.Ed. student)
>
> "Subject masters who adopt an authoritarian attitude and don't allow teachers their scope." (School administrator)

The freedom which teachers have to implement or change the teaching strategies they use with their own class was given relatively frequently as a factor which facilitated the use of work undertaken in the B.Ed. For instance:

> "There is little interference in the methods used in the classroom. This freedom allowed full use to be made of knowledge gained from study." (B.Ed. graduate)
>
> "I am able to go ahead and use any learnings and understandings I gain with my own class without interference from anybody." (B.Ed. graduate)
>
> "Freedom given by the administration for teachers to use innovative methods in the classroom." (School administrator)

A major impediment identified by teachers and administrators to the implementation of ideas gained in the B.Ed. was the lack of time to try out alternative teaching strategies or to discuss ideas with colleagues. Some teachers and administrators reported that the need to "cover" the existing programs limited the opportunity to try new ideas or introduce new content. For example, a B.Ed. student commented that "school programs and evaluation have to be adhered to before other programs can be met", and a graduate reported that "the rigid structure and requirements to complete set work by a certain time inhibited the introduction of learnings and understandings gained from the B.Ed".

Conversely, some teachers and administrators reported that knowledge and skills gained by teachers in the B.Ed. was able to be utilised in existing school programs. In particular, schools which were developing school-based curricula were able to make use of B.Ed. graduates and students in the development of these programs. A few school administrators also reported that staff meetings and discussions provide opportunities for B.Ed. teachers to contribute to the school.

Similarly, a small number of principals interviewed considered that the extent to which the topics covered in the B.Ed. were relevant to the school influenced their degree of influence on the school. For example:

> "A teacher who had done a subject on multiculturalism contributed to a school seminar on a multicultural education kit, but there was not much discussion about this in the school because it was not really relevant to the teachers. There would be more discussion if it were something teachers were interested in, e.g. reading, social studies."

Other facilitating factors mentioned, but infrequently, were the physical environment of the school or classroom (e.g. open-area schools and classrooms were seen as facilitating the introduction of new ideas) and the position in the school held by the graduate or student (e.g. graduates who were principals claimed this gave them the freedom to try things out). Inhibiting factors mentioned, but again relatively infrequently, were the physical environment of the school, the lack of resources in the school, parental resistance to change and, by a few administrators, the attitude of some B.Ed. graduates.

A few of the interviewed principals suggested that the status of teachers doing the B.Ed. affected the contribution they were able to make to the school. For instance:

> "Five are doint it [the B.Ed.]. All except one are in their twenties and don't include the male and female leaders [in the school]. The B.Ed. students do pass on some ideas, but because they are younger and less experienced they don't pass on as many ideas as they would if they were older. Many of the older teachers have been at the same school for a long time."

7.4 Effects on lecturers of their involvement in the B.Ed.

Nearly all of the comments made by lecturers about the effect on them of their involvement in the B.Ed. degree were of a positive nature.

The majority of comments made by lecturers concerned their development of a deeper or broader understanding of schooling and education in general or of their own area of specialisation. Having contact with experienced teachers was reported by lecturers as keeping them up to date with developments in schools. As one lecturer commented, for example: "It keeps me up to date with problems facing teachers on a

day to day basis". Several lecturers commented that teaching units in the B.Ed. had forced them to become informed about recent literature or research in their area. It was reported by one lecturer, for instance, that "I have read in the literature in areas where I previously did not have expertise".

A few lecturers commented that the writing of external notes had compelled them to examine more closely the nature of their subject. A number of lecturers reported that they gained satisfaction in working with experienced colleagues; one lecturer commented, for example:

> "I find working with experienced teachers is stimulating; they provide me with a constant practical frame of reference; their individual projects are invariably insightful and enlightening."

Four lecturers, all of them from one institution, reported that being involved in the B.Ed. had given them the opportunity to become involved in research projects.

Only a few lecturers made explicit reference to the effects of their involvement in the B.Ed. on their teaching in the Diploma of Teaching program, although the effects mentioned above would undoubtedly be of benefit to a lecturer's teaching in the pre-service program. Of these lecturers, two indicated that their contact with B.Ed. students alerted them to weaknesses in the Diploma of Teaching.

One lecturer indicated that the time involved in coordinating a subject in the B.Ed. and marking assignments meant that there was little time for research which, rather than teaching a B.Ed. subject, was rewarded in his institution.

CHAPTER 8

DISCUSSION OF RESULTS AND SUGGESTIONS FOR THE FUTURE

This study of the Bachelor of Education degree in the Queensland advanced education system has attempted to gain a broad perspective on the degree from the viewpoints of various groups of respondents. The results, it is believed, provide information which is useful to the Board of Teacher Education in its development of policy for teacher education in Queensland; to those involved in planning Bachelor of Education degrees; to individual lecturers teaching in the B.Ed.; and to school administrators and teachers.

The findings are not, however, meant to be prescriptive about change. Nor will they apply universally. Rather, in many cases, the study provides findings which can be used as a basis for discussion and consideration of particular issues, or as a framework for organisations and individuals to examine their policies and practices.

While the results for individual institutions have been forwarded to the institutions concerned for their own use, the study has mainly been concerned with a general overview of the B.Ed. A more detailed examination of particular issues or particular B.Ed. programs is for colleges, lecturers and others to take up in future discussion and research. At least one such study, supported by Board of Teacher Education funds, is already underway.

8.1 Overview

The general orientation of participants in this study towards the Bachelor of Education degree was a positive one. In general, teachers reported that the B.Ed. had influenced their professional development and school administrators also considered the B.Ed. to generally be a positive influence on teachers and schools. The teaching/learning methods used by lecturers were generally seen to be appropriate by teachers, and lecturers were seen by teachers, by and large, as being sensitive to their needs as part-time or external students. Even teachers who had withdrawn from the program, and teachers who had not enrolled gave as their main reason for withdrawing or not enrolling at all the pressure of other commitments, rather than, for example, the quality or relevance of B.Ed. programs.

This does not imply that all teachers had completely satisfactory experiences in the B.Ed. or that all aspects of all B.Ed. programs are without need of continued review. Although in a minority, some teachers were quite critical of their experiences in the B.Ed. program.

One theme running through the study was the pressure on teachers of combining teaching, study for the B.Ed. and often family commitments. Many teachers found these pressures extreme and, as noted above, this was the main reason given by teachers for dropping out of the program.

8.2 The concept of the B.Ed. as the final stage of initial teacher preparation

In the 1978 Review of Teacher Education in Queensland, it was argued that the initial phase of teacher preparation should consist of a pre-service component (typically a three-year Diploma of Teaching), an induction phase of at least one year's teaching in a school and an in-service phase, namely the completion of a Bachelor of Education degree. This has become widely known as the 3+x+1 or Bassett pattern of initial teacher preparation. The main argument used in the 1978 Review for the

Bachelor of Education to be completed in-service was that some aspects of educational theory are best understood by teachers when they are illuminated by practical experience. Thus, the study of these aspects of educational theory are delayed until the in-service Bachelor of Education year. Similar arguments were used in the minority statement of the National Inquiry into Teacher Education.

The proposals put forward in the 1978 Review were subsequently adopted in Queensland. The proposals have been incorporated into Guidelines for the Development of Teacher Education courses in Queensland issued by the Board of Advanced Education. Guideline 10 states:.

> "The content of pre-service teacher education courses (both three-year diploma courses and one-year graduate diploma courses) should be planned in the expectation that most students will subsequently complete further studies in education as a part of their continuing in-service professional development. Pre-service courses should therefore concentrate on work appropriate to the teacher at the beginning of his career, with particular emphasis on personal and professional development, including teaching skills and curriculum studies."

The evidence produced in this study provides grounds for questioning the continued acceptance of the 3+x+1 pattern as the sole or even the main method of providing for the initial preparation of teachers.

If the B.Ed. degree is designed to be part of an initial package of teacher education, then it would be reasonable to assume that teachers should enrol in the B.Ed. within a few years of completing their pre-service qualification and after a small number of years of teaching experience. While the 1978 Review does not specify the length of teaching experience teachers should have before enrolling in a B.Ed. (referring only to teaching experience of at least one year), the Board of Advanced Education guidelines state that the Bachelor of Education degree "should allow all teachers to form a clearer understanding of <u>their early teaching experience</u>".

The results of this study show that, of students who enrolled in a B.Ed. for the first time in 1985, 63 per cent had at least six years of teaching experience at the time of their enrolment, and only 12 per cent had less than three years' experience. With such a long gap between the completion of pre-service teacher education and the commencement of the Bachelor of Education degree, it is hard to conceive of the B.Ed. degree as being part of an initial package of teacher preparation which all teachers must complete before they can be regarded as fully-qualified members of the profession. The reported backlog of applicants waiting to gain entry to the B.Ed. will inevitably increase the average length of teaching experience of teachers commencing the degree in future years.

Certainly, a majority of all groups of respondents and a substantial majority of withdrawals, teachers not enrolled and school administrators favoured a four-year pre-service B.Ed. degree to be available as an <u>option</u>. The reason most often advanced for this was that combining teaching and family commitments with part-time study made it difficult to complete the degree as an in-service qualification. It is also of interest to note that the pressures of combining several activities was the main reason given by teachers for dropping out of the program and by teachers for not enrolling. Other reasons advanced for an optional pre-service B.Ed. were that it is difficult to return to study after a break of one or more years, it would provide a better preparation for teaching, and that the completion of the initial qualification in-service placed teachers at a disadvantage compared with other professions.

Similar arguments were put forward in some of the inquiries into teacher

education in the 1980s to support four years' pre-service. Both the National and New South Wales Inquiries (Teacher for Tomorrow, 1980) considered, for example, that the increasingly demanding and complex roles of teachers made four years' pre-service preparation a necessity, while the New South Wales inquiry warned that teachers would not be able to devote their full attention to the demands of professional preparation if the final stage of initial preparation was undertaken while the teacher was also teaching.

On the other hand, there is evidence from this study to support the 3+x+1 pattern. The finding that teachers generally saw the B.Ed. as enhancing their professional development indicates that the pattern is successful, at least for a majority of teachers who enrol and complete the degree.

Those respondents who were opposed to the B.Ed. being available pre-service, even as an option, considered that after teaching experience, teachers have a more realistic and accurate picture of the nature of teaching, are able to relate theoretical concepts to their own practical experience and are able to contribute to the program from their own experience. Other advantages of an in-service degree suggested by respondents were that it discouraged teachers from concluding that their education is complete once they have finished their pre-service preparation, an in-service B.Ed. provides an opportunity for teachers to rethink their approach to education and may rejuvenate teachers whose teaching has become stale.

The results show that generally there were opportunities for teachers to base assignments on classroom activities or to use classroom activities as the basis for their assignments. Teachers generally reported the B.Ed. provided them with adequate opportunity to share their experiences with other teachers, to receive feedback from fellow students and to use their teaching experiences as a basis for class discussion at least some of the time. Indeed, the opportunity to contribute to discussion and interact with teachers from a range of curriculum areas and educational sectors was perceived as a very valuable part of the program. All of those opportunities would be lost if the B.Ed. was to be available only as a pre-service qualification.

A further disadvantage of a solely pre-service B.Ed. is that it would deprive lecturers of opportunities to interact with experienced practising teachers. In this study, lecturers reported a range of positive influences arising from their interaction with teachers. For example, lecturers reported interaction with experienced teachers gave them a deeper or broader understanding of schooling.

On balance, the results do not provide evidence which would lead one to conclude that either the 3+x+1 pattern or a four-year pre-service B.Ed. was a panacea for initial teacher preparation. The results most probably lead to the conclusion that different patterns of initial teacher preparation are most appropriate for different individuals, depending on their commitments and learning preferences. The provision of an optional four-year pre-service Bachelor of Education degree may therefore be seen to have merit. The developments at James Cook University, whereby students can opt to complete a Bachelor of Education degree either as a pre-service qualification or as an in-service qualification after teaching experience should therefore be viewed with interest. It is also noted that James Cook University will be in a unique position to undertake a thorough evaluation of the relative merits of both forms of initial professional preparation.

8.3 Reconciling conflicting demands on teachers

Much has already been said, both in this discussion section and in the main body of the report, about the pressures which part-time B.Ed. students face in trying to reconcile their various commitments. B.Ed. students are not unique in this regard.

The research literature on part-time students shows that these students are subject to considerable pressures while studying because of their many responsibilities.

In this study, a number of possibilities for reducing the demands on part-time students were considered.

The suggestion that teachers should be given a reduced teaching load while studying for the B.Ed. did not receive enthusiastic support from any group surveyed. The possibility of teachers being given extended release every few years to enable them to undertake in-service activities was, however, strongly supported by all groups. The implementation of this latter suggestion could provid an opportunity for teachers to have some time studying for the B.Ed. when they are free of teaching commitments. The cost implications of both of these suggestions would need to be carefully considered. For example, there were approximately 2,000 teachers enrolled in the B.Ed. in 1985. If each of these had a 20 per cent reduction in teaching load, a cost of around $10 million in replacement salaries would be incurred by employing authorities. An alternative proposal, although not canvassed in the study, is that teachers studying for the B.Ed. degree could have the option of permanent part-time employment. Permanent part-time employment is, however, not at present policy of the Department of Education. It is also difficult to predict how many teachers would take advantage of this option should it become available.

Other ways in which the pressures on teachers also studying part-time might be reduced are related to changes in the organisation of the B.Ed. itself. These appear to hold promise as ways of lessening the pressures on teachers.

One of the factors contributing to increased pressures on some teachers is that peak workload times at school coincide with peak workload times at the college. Thus, for example, teachers may be involved in preparing examinations for their pupils or marking examinations or assignments, while at the same time studying for their own examinations at the college or completing their final assignments. Lecturers might therefore consider this when setting assignment dates. Flexible deadlines for assignments would provide teachers with more opportunities to fit their study commitments in with their teaching responsibilities. Indeed, this issue seems to be of such significance that individual colleges should consider developing policies which would allow for such flexibility, rather than leaving it solely to the discretion of individual lecturers.

Pressures on teachers may be reduced too, if the opportunity were available for teachers to take full-time courses during the summer holidays which could be used as credit towards units in the Bachelor of Education degree. While some problems with summer schools were recognised, the questionnaire results show that the degree of support for such an option, if translated into enrolments in summer schools, would make such courses viable propositions. Tertiary institutions are currently holding discussions with a view to developing joint units which may be offered in a summer school format. These might be seen as pilot programs which institutions, either jointly or in cooperation with other institutions, could use as a basis, following trialling and evaluation, for a more extensive summer school program.

The workload of the program would be lessened if institutions offered whole-year units or allowed students to spread the work for a single semester unit over a full year. It is interesting to note that a substantial majority of lecturers agreed with this latter proposition, so it is an option which institutions might seriously consider.

The counselling of students about the heavy workload involved in completing a B.Ed. degree might also be considered by institutions. While data were not collected on the number of units per semester which students take it does appear that most take two units per semester. Institutions might consider encouraging more students to

take single units to cope with the workload. The possibility of introducing a liberal policy on late cancellation of a second unit without incurring academic penalty might also be examined by tertiary institutions.

8.4 Content of B.Ed. programs

Teachers enrol in a Bachelor of Education degree for a variety of reasons and seek to have a range of needs fulfilled by completion of the degree. Ideally, the B.Ed. degree should contain sufficient breadth of content to satisfy these diverse teacher needs and should be relevant to teachers' roles, a finding supported by the adult education literature which suggests that adult education courses should be oriented towards learners' particular problems (e.g. Skertchly, 1981).

The evidence from this study shows that while teachers generally see the Bachelor of Education as relevant to their needs, there are many additional topics which they would like to see included in the program. There was also a high degree of consensus among questionnaire respondents that teachers should have the opportunity to specialise in a B.Ed. program.

The degree of subject choice and the opportunity to specialise in a range of areas is, for all programs except that offered by Brisbane College of Advanced Education, limited. It is difficult to see how institutions with relatively small enrolments can substantially increase the number of subjects offered while maintaining a viable number of students in each subject. Four possibilities are suggested to allow teachers to have a wider choice of subjects and provide greater opportunities for specialisation.

First, institutions might examine their policies on the inclusion of units from B.Ed. degrees offered by other institutions to determine if these are not too restrictive, both in terms of the number and nature of units from other institutions which can be included.

Second, colleges might also examine whether more units from post-experience graduate diploma programs could be made available for inclusion in Bachelor of Education degrees. The availability of units from other colleges and from graduate diploma programs would need to be well-publicised to students.

Third, more use could be made of independent studies to allow students to take studies in areas of interest which are not available in the regular schedule of subjects offered. Again, students might be made more aware of the possibility of using independent studies to specialise in particular areas.

Fourth, the cooperative development of units by two or more tertiary institutions could be more vigorously pursued by the colleges. Cooperatively developed units would provide opportunities for students to study subjects which otherwise would be unavailable because low demand does not make them viable propositions for any single institution.

If, on the other hand, the Bachelor of Education is seen as the final stage of initial teacher preparation, rather than as a general in-service degree for teachers, it might be argued that the B.Ed. should contain a core of studies which all teachers would be required to master before becoming fully-qualified members of the profession. In this case, the degree of specialisation in the B.Ed. might be more limited. Detailed study of particular areas would then occur in graduate diplomas or masters degrees.

8.5 Teaching/learning methods used in B.Ed. programs

Previous research has found that adults in general and teachers in particular prefer discussion as a teaching/learning method rather than formal lectures (Batten, 1975; Neville, 1979). The teachers involved in this study were no exception. It was generally found that extensive use was made of discussion by lecturers and consequently most teachers expressed satisfaction with the teaching and learning methods used.

The adult education literature shows, nonetheless, that individuals' preferences for learning methods vary (Smith and Haverkamp, 1977). In this study, some teachers expressed a preference for ways of learning other than through discussion. Some teachers, for example, reported that they preferred lectures. How lecturers can provide experiences which are consistent with the preferred learning styles of a small minority of students is problematic.

A distinguishing feature of adult education is that the teacher/learner relationship should be characterised by collegiality, with the teacher more a facilitator than a director of learning (Arends, Hersch and Turner, 1978). The results for this study indicate these types of relationship appear to be characteristic of B.Ed. programs.

Teachers studying for a B.Ed. do not appear to exert much influence on coursework decisions, such as the aims of particular units, the content of units or the methods of assessments. Adult education writers argue that adult learners should have extensive input into what and how they learn (Buxton and Keating, 1982). If these arguments are accepted, then lecturers might consider ways in which they could increase the extent to which teachers can contribute to decisions about the course. For instance, the first lecture could involve a discussion of students' expectations of the unit and their current teaching situation: these could be taken into account when specific details of the topics covered in the unit are being planned. A flexible policy with regard to assessment topics and methods of assessment would allow students the opportunity to tailor assessment so that it was relevant to their particular professional needs.

8.6 Studying for the B.Ed. externally

The major problem faced by external students is a feeling of isolation due to lack of contact with fellow students and lecturers. It is not surprising therefore that students were appreciative of the ready availability of lecturers by telephone or in person, lecturers' willingness to respond quickly to requests for information and the opportunity to interact with other students through vacation schools or teleconferences.

Not all students, however, found that lecturers were easy to contact. One suggestion put forward by a number of teachers in the study was that lecturers should specify the times which they are available to be contacted by phone by external students. Teachers, too, considered that lecturers should make more visits to country areas. As such visits are likely to be rather costly, it is difficult to know if institutions would have the resources or lecturers the time to increase their number of visits to country areas. Perhaps resources would be better utilised if more vacation schools and telephone tutorials, both of which teachers generally rated highly, were organised. Use of developing communication technologies also hold great potential for improving the delivery of external courses and the extent and quality of interaction between lecturers and students.

The use of self-managed learning groups, whereby a number of students living in a geographical area and studying the same unit meet regularly seems a promising

Table 2.4: Importance attributed by school administrators to each factor in influencing teachers to enrol in a B.Ed. (N=112)

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %	UNABLE TO SAY %
To improve classification and salary	68	23	8	1	1
To ensure security of employment	21	28	35	13	4
To improve promotional prospects	38	37	21	5	-
For intellectual stimulation	12	26	37	19	6
The B.Ed. was a logical step after upgrading	6	39	30	12	13
To improve their professional competence	14	36	33	12	5
To gain information about a specific topic	3	13	34	38	12
A perception of the B.Ed. as an integral part of a teacher's professional development	7	18	40	27	8
Information about the program from colleagues	2	15	45	24	15
To gain a broader understanding of educational issues	7	21	46	20	5
To re-enter the teaching profession after an absence	6	28	32	17	16
Pressure from professional colleagues	2	6	23	58	12
Personal growth	10	24	44	19	4

Relationship between sex and reasons for enrolling

Table 2.5: Factors for which the responses of male and female graduates differ significantly*

	VERY IMPORT-ANT	MOD. IMPORT-ANT	SLIGHTLY IMPORT-ANT	UN-IMPORT-ANT
	%	%	%	%
Male graduates (N=79)				
To ensure security of employment	29	39	19	14
To improve promotional prospects	48	24	11	17
For intellectual stimulation	17	51	22	11
A perception of the B.Ed. as an integral part of a teacher's development	11	46	33	10
To re-enter the teaching profession after an absence	3	-	2	94
Personal growth	23	50	19	9
Female graduates (N=113)				
To ensure security of employment	65	14	13	8
To improve promotional prospects	22	24	25	29
For intellectual stimulation	40	42	15	4
A perception of the B.Ed. as an integral part of a teacher's development	33	34	27	7
To re-enter the teaching profession after an absence	27	8	9	56
Personal growth	47	42	8	4

* In testing for differences among groups, a chi-square test was used. The significance level was set at .01.

way of breaking down feelings of isolation. An evaluation of one self-managed learning group established in Queensland has shown that teachers can benefit personally and socially from their involvement in such a group (Chipley, 1985; Haines, 1986).

One particular area of concern for external students was related to assessment. Some teachers found difficulty in understanding the expectations of lecturers, while the timing of feedback on assessment items was also seen as crucial by students studying externally. In particular, external students appreciated clear, detailed and timely feedback on their assignments. They considered it was imperative to receive comments on one assignment well before a subsequent assignment was due, so that these comments could be taken into account when writing the second assignment.

The way in which one lecturer reported dealing with the assignments of external students seems particularly apt and is therefore reported here:

> "I write copious notes in response to their assignments and I get them back quickly. I interact with their ideas, redirect their thinking - that's my teaching role in the course. It's a continuing process - students then respond in their next assignment."

8.7 Improving the efficacy of B.Ed. programs

As reported by B.Ed. graduates and students and school administrators, the B.Ed. degree appears to influence many areas of a teacher's work. The results indicate a tendency for the degree to have a greater influence on areas such as teachers' awareness of educational issues or alternative teaching strategies, rather than the teacher's ability to use a range of teaching strategies, effectiveness in the classroom or initiating new programs in the school. The results also suggest that the B.Ed. has helped many teachers develop a more critical and questioning approach to education and their own teaching. Thus, there was a tendency for the effects of the B.Ed. to be seen at the level of awareness and understanding, rather than at the level of implementation. This finding is similar to those reported by Evans (1981) in the evaluation of the in-service British B.Ed. degree.

Some teachers were, nonetheless, able to describe ways in which the learnings and understandings which they gained in the Bachelor of Education degree were used to change their own teaching practices, or were of direct benefit to the school as a whole.

The research literature identifies a number of school contextual factors which can contribute to or inhibit changes. Walberg and Genova (1982), for instance, found that the use teachers made of professional knowledge gained in in-service workshops was associated with school climate; Bergman and McLaughin (1977) reported that the attitude of school principals was crucial in determining if teachers implemented changes following participation in in-service activities; Campbell (1982) and Evans (1981) comment that low status or inexperienced teachers may be ineffective change agents; while Henderson (1979) reports that schools are rarely organised to take advantage of the in-service experiences of staff. The importance of a supportive school environment for change is also implied in a number of other studies (e.g. Arends, Hersch and Turner, 1978; Lawrence et al., 1974).

The findings from this study highlight the influence of school climate on the degree to which B.Ed. graduates are able to introduce new ideas and practices into the school. Teachers were more easily able to act as agents of change in schools when the principal was supportive of innovation and gave teachers freedom to experiment with new approaches. Having a staff which was prepared to listen and

discuss new ideas with teachers was also reported as being conducive to teachers' acting as change agents in the school. On the other hand, school administrators who did not allow teachers to experiment with approaches to teaching and lack of interest by other staff in new ideas or approaches inhibited teachers acting as agents of change.

The extent to which the attitudes of other staff were significant in inhibiting teachers introducing change into the school can be inferred from answers to two other questions. First, less than half of the graduates, teachers and school administrators agreed that other teachers were receptive to new ideas which B.Ed. graduates and students wished to introduce into the school. Second, of the comments pertaining to the effects of the B.Ed. degree made by teachers not enrolled, half were to the effect that it had had no influence, 20 per cent of these teachers said the school suffered while teachers were studying for the B.Ed. and only about 20 per cent said teachers completing the degree had a positive influence on the school. From these results, it might be inferred there is a great deal of apathy, if not resistance, to the B.Ed. among teachers not enrolled.

It is not the purpose of this report to provide prescriptions for how ideas and practices gained through teachers' involvement in B.Ed. programs can permeate schools. The following initial list of possibilities is given for consideration:

- there could be improved communication between colleges and schools about the aims and intended outcomes of B.Ed. programs;
- principals could arrange school meetings and seminars at which B.Ed. graduates are given the opportunity to raise issues and suggest ideas which could lead to improved practice;
- lecturers could provide support for teachers by working with them in schools while they are studying for the B.Ed. and provide continuing support after their graduation;
- assignments which required the involvement of teachers not studying for the B.Ed. could be provided as an option by colleges;
- the Department of Education could encourage inspectors to regularly make inquiries of principals about the ways in which the school had made use of B.Ed. graduates.

8.8 Summary and conclusions

The results of this study might be seen as raising three major questions:

- To what extent should the B.Ed. be regarded as the completion of initial teacher preparation or as a general in-service qualification for teachers; and should more programs be available which give prospective teachers the opportunity of completing the Bachelor of Education degree as a pre-service qualification?
- How can the B.Ed. programs be structured in such a way that the conflicting demands on teachers are minimised?
- What can be done to increase the efficacy of B.Ed. graduates in bringing about change in schools?

A brief summary of the main findings is presented below.

Motivation to enrol

Teachers report enrolling in a B.Ed. for a variety of reasons including extrinsic factors such as to improve classification and salary and intrinsic reasons such as a desire for personal growth or to improve their professional competence.

The main reason given by teachers for not enrolling in the B.Ed. were situational factors such as lack of time to do further studies and commitments to family, colleagues and pupils. Still, about half of the teachers not enrolled said that the fact that the subjects offered in the degree did not suit their requirement was very or moderately important in their decision not to enrol.

About one-quarter of the teachers not enrolled had an in-service qualification: the main ones being a Diploma of Teaching (10 per cent) or a bachelor's degree in a non-education area (10 per cent). These teachers thus appear to be eschewing all formal award post-experience courses, not just the Bachelor of Education.

3+x+1 pattern

A majority of all groups of respondents supported a pre-service B.Ed. being available as an option.

Arguments for pre-service B.Ed.

- Sixty-three per cent of teachers first enrolling in a B.Ed. in 1985 (and 56 per cent of those whose pre-service qualification is a Diploma of Teaching) had at least six years' teaching experience at time of enrolment; therefore, it is difficult to regard the B.Ed. as part of an initial package which all teachers must complete before they are fully-qualified.
- Teachers' family and teaching commitments make part-time study difficult.
- It is difficult for teachers to return to study after break of a number of years.
- A four-years' pre-service degree would mean thorough preparation for beginning teachers.
- Completion of initial qualification in-service places teachers at a disadvatage with respect to other professions.

Arguments for in-service B.Ed.

- The B.Ed. appears to be working well and is a positive influence on teacher development.
- Theory can be illuminated by practical experience which can only be gained from teaching.
- Completion of initial preparation in-service discourages teachers from concluding their education is complete after pre-service.
- The in-service B.Ed. provides an opportunity for teachers to re-think approach to education.
- It rejuvenates teachers who have lost their enthusiasm for teaching.
- It provides opportunities for teachers to interact with teachers from a range of curriculum areas and educational sectors.
- It provides opportunities for lecturers to interact with experienced teachers and to improve their understanding and knowledge of schools.

The opinions expressed by respondents suggest that an optional pre-service B.Ed. should be available to meet the learning preferences and commitments of certain students, and that the 3+x+1 pattern should also be retained.

Reconciling conflicting demands on students

A major problem faced by B.Ed. students studying part-time is the pressure created by trying to balance teaching, study and family commitments. This was also given as the main reason for withdrawing from the program. Suggestions for lessening these pressures included:

- having flexible assessment deadlines, so that peak workload at school and college do not coincide
- providing opportunities for full-time study towards the B.Ed. during the summer vacation
- offering of whole-year units
- allowing students to spread over a full year subjects normally taken in a single semester
- more counselling of students about the workload involved
- more encouragement of students to take single units, especially in their first semester
- a liberal policy by institutions on late cancellation of a second unit without academic penalty.

Content of B.Ed. programs

The opportunity to specialise and degree of subject choice for institutions other than BCAE is limited. Teachers appear to want a wide choice of content and the opportunity to specialise. Suggestions for achieving these are:

- allowing students to include more units from B.Ed. degrees offered by other institutions
- making more use of units from graduate diploma programs
- making use of independent studies to allow students to study in-depth areas in which they have a special interest
- publicising the above possibilities to students when they enrol in the B.Ed. degree
- the cooperative development and offering of units by two or more colleges.

Teaching-learning methods

These were generally seen as appropriate, with discussion the main method used and preferred. A minority of teachers preferred other methods (e.g. lectures).

Teachers do not appear to exert much influence on coursework decisions (e.g. the aims of the course or unit) and lecturers might consider ways of increasing student input into courses.

Studying for the B.Ed. externally

The major problem experienced by external students is a feeling of isolation. Lecturers should be able to be readily contacted by students, and should respond to requests quickly. More use should be made of telephone tutorials, vacation schools, and self-managed learning groups, and the potential of new communication technology should be realised.

Assessment was a problem for external students. External students require clear, detailed and timely feedback on their assignments, and clearly stated expectations.

Efficacy of B.Ed. programs

The B.Ed. was generally seen as a positive influence on schools and teachers, with a tendency for the B.Ed. to be seen to have a greater influence on awareness, understanding and the development of a critical perspective, rather than to affect practice directly.

School climate had a significant influence on the efficacy of the B.Ed. Change was more likely to occur in schools in which principals supported innovation and gave teachers the opportunity to experiment with alternative approaches. The attitudes of other staff were also important, with teachers not enrolled in the B.Ed. tending to lack interest in new ideas which teachers brought into the school as a result of their study for the B.Ed.

Several suggestions for increasing the etficacy of the B.Ed. are given in the discussion. These include:

- improving communication between schools and colleges about B.Ed. programs
- making more use of B.Ed. graduates in school meetings
- encouraging inspectors to seek information on how B.Ed. graduates had contributed to school development
- the provision of follow-up support by lecturers to recent B.Ed. graduates
- seeking to involve teachers not enrolled in work towards the B.Ed.
- encouraging inspectors to inquire of the role of B.Ed. graduates in schools.

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APPENDIX 1

BACKGROUND CHARACTERISTICS OF THE QUESTIONNAIRE RESPONDENTS

Table 1.1: Sex of respondents

	MALE %	FEMALE %
Graduates (N=192)	42	59
Students (N=188)	38	62
Withdrawals (N=131)	38	62
Teachers not enrolled (N=191)	41	59
School administrators (N=112)	71	29
Lecturers (N=60)	82	18

Table 1.2: Age of respondents

	UNDER 25 YEARS %	26-30 YEARS %	31-45 YEARS %	OVER 45 YEARS %
Graduates (N=192)	6	30	55	8
Students (N=188)	12	33	52	4
Withdrawals (N=131)	16	38	35	13
Teachers not enrolled (N=191)	5	22	56	18
School administrators (N=112)	2	5	56	37

Table 1.3: Pre-service teacher education qualifications: percentage of respondents with each qualification*

	CERT.T. %	DIP.T. %	PRE-SERVICE B.ED. %	DEGREE + DIP.ED. OR GRAD.DIP.T. %	OTHER 3 YEARS OR LESS %	OTHER 4 YEARS OR MORE %
Graduates (N=192)	41	70	1	19	6	4
Students (N=188)	33	73	2	3	8	2
Withdrawals (N=131)	33	66	1	3	3	1
Teachers not enrolled (N=191)	43	43	1	9	8	2

* Some respondents listed more than one pre-service qualification

Table 1.4: In-service qualifications: percentage of respondents with each in-service qualification

	DIP.T.	OTHER DEGREE	GRAD.DIP. IN ED. OR TCHNG AREA	OTHER GRAD.DIP.	HIGHER DEGREE IN ED.	OTHER HIGHER DEGREE
	%	%	%	%	%	%
Graduates (N=192)	24	1	7	1	1	-
Students (N=188)	12	4	6	2	-	-
Withdrawals (N=131)	20	1	7	-	2	-
Teachers not enrolled (N=191)	10	10	4	-	-	2

Table 1.5: Teaching experience: percentage of respondents with various lengths of experience

	LESS THAN 4 YEARS	4-6 YEARS	7-10 YEARS	MORE THAN 10 YEARS
	%	%	%	%
Graduates (N=192)	2	28	26	45
Students (N=188)	12	25	33	30
Withdrawals (N=131)	9	28	29	34
Teachers not enrolled (N=191)	5	12	24	60

Table 1.6: Percentage of graduates and students teaching at time of survey

	TEACHING	NOT TEACHING
	%	%
Graduates (N=192)	91	9
Students (N=188)	85	16

Table 1.7: Level at which teaching: percentage of respondents in each sector

	PRESCHOOL/ KINDER-GARTEN	PRIMARY	SECOND-ARY	SPECIAL ED.	TAFE	TERTIARY	OTHER
	%	%	%	%	%	%	%
Graduates (N=174)	2	54	29	6	7	1	1
Students (N=162)	5	56	27	6	7	-	-
Withdrawals (N=131)	2	56	31	7	4		
Teachers not enrolled (N=191)	5	52	31	4	7		
School administrators (N=112)	1	59	34	5	2		

Table 1.8: System: percentage of respondents in each system

	GOVERNMENT %	NON-GOVERNMENT %
Graduates (N=174)	85	15
Students (N=162)	81	19
Withdrawals (N=131)	83	17
Teachers not enrolled (N=191)	79	21

Table 1.9: Percentage of respondents in each role

	ADMIN. POSITION %	CLASS-ROOM TEACHER %	SPECIAL-IST TEACHER %	OTHER %
Graduates (N=174)	21	65	8	7
Students (N=162)	16	70	10	5
Withdrawals (N=131)	12	71	9	8
Teachers not enrolled (N=191)	10	79	5	6

	PRINCIPAL %	DEPUTY PRINCIPAL %	SENIOR MISTRESS %	SUBJECT MASTER/ MISTRESS %	ASSIST. PRINCIPAL %	OTHER %
School administrators (N=112)	58	13	2	11	5	12

Table 1.10: Location of school: percentage of respondents in each centre

	BRIS-BANE %	ROCK-HAMPTON %	TOO-WOOMBA %	TOWNS-VILLE %	OTHER COASTAL AREA %	WESTERN QLD %	OTHER %
Graduates (N=174)	46	5	8	4	29	6	2
Students (N=162)	48	4	8	6	29	5	-
Withdrawals (N=131)	43	8	6	7	30	7	-
Teachers not enrolled (N=191)	35	8	13	5	33	6	-
School administrators (N=112)	32	8	13	4	38	5	-

Table 1.11: Years in current position: percentage of school administrators in each category

	LESS THAN 1 YEAR	1-3 YEARS	4-10 YEARS	MORE THAN 10 YEARS
	%	%	%	%
School administrators (N=112)	10	12	39	39

Table 1.12: Size of schools in which administrators located by number of teachers in school with or currently studying for a B.Ed.

		NO. OF STAFF WITH/ENROLLED IN A B.ED.						
		Not answered	0	1-5	6-10	11-20	21 or more	All schools
TOTAL NO. OF STAFF AT SCHOOL	Not answered	3	-	-	-	-	-	3
	1-5	-	4	2	-	-	-	6
	6-10	1	-	8	1	-	-	10
	11-20	1	2	16	4	-	-	23
	21-40	6	-	19	18	5	2	50
	41-60	3	-	2	5	1	-	11
	61 or more	5	-	-	1	3	-	9
	All schools	19	6	47	29	9	2	112

Table 1.13: Percentage of school administrators who have completed or are enrolled in a B.Ed. (N=112)

	%
Completed or currently enrolled	28
Not completed or currently enrolled	72

Table 1.14: Subject areas in which lecturers are involved in the B.Ed.

Brisbane College of Advanced Education

Curriculum	Mathematics/Computing
Philosophy	Science
Sociology	Teaching Method
Psychology	Technology
The Arts	Social Studies
Physical Education	Secretarial Studies

Capricornia Institute of Advanced Education

Curriculum	Early Childhood Education
The Arts	Educational Research
Educational Administration	Teaching Method
Computing	

Darling Downs Institute of Advanced Education

Curriculum	Physical Education
Sociology	Computing
Children's Literature	Independent Study
Special Education	

James Cook University (Institute of Advanced Education)

Curriculum	Early Childhood Education
Psychology	Language Arts
Philosophy	Supervision
Remedial Education	Computing

APPENDIX 2

MOTIVATION TO PARTICIPATE

Reason for enrolling

Table 2.1: Importance of each factor in influencing graduates to enrol in the B.Ed. (N=192)

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
To improve classification and salary	51	31	11	7
To ensure security of employment	50	24	15	11
To improve promotional prospects	33	24	19	24
For intellectual stimulation	30	46	18	7
The B.Ed. was a logical step after upgrading	24	23	13	40
To improve your professional competence	43	40	13	4
To gain information about a specific topic	11	27	31	32
A perception of the B.Ed. as an integral part of a teacher's professional development	22	39	23	17
Information about the program from colleagues	1	15	32	53
To gain a broader understanding of educational issues	24	39	29	8
To re-enter the teaching profession after an absence	18	5	6	71
Pressure from professional colleagues	1	7	11	81
Personal growth	37	45	12	6

Table 2.2: Importance of each factor in influencing students to enrol in the B.Ed. (N=188)

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
To improve classification and salary	46	32	13	9
To ensure security of employment	36	23	20	21
To improve promotional prospects	27	26	17	30
For intellectual stimulation	42	31	19	9
The B.Ed. was a logical step after upgrading	13	25	15	47
To improve your professional competence	39	44	15	2
To gain information about a specific topic	13	27	32	39
A perception of the B.Ed. as an integral part of a teacher's professional development	30	34	25	10
Information about the program from colleagues	4	9	27	60
To gain a broader understanding of educational issues	28	37	28	7
To re-enter the teaching profession after an absence	19	4	3	75
Pressure from professional colleagues	4	3	11	83
Personal growth	43	34	17	6

Table 2.3: Importance of each factor in influencing withdrawals to enrol in the B.Ed. (N=131)

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
To improve classification and salary	40	34	17	9
To ensure security of employment	28	31	17	24
To improve promotional prospects	16	16	32	37
For intellectual stimulation	28	33	24	16
The B.Ed. was a logical step after upgrading	9	26	27	39
To improve your professional competence	25	46	18	11
To gain information about a specific topic	17	24	27	32
A perception of the B.Ed. as an integral part of a teacher's professional development	14	35	26	25
Information about the program from colleagues	2	12	26	60
To gain a broader understanding of educational issues	14	38	34	14
To re-enter the teaching profession after an absence	18	10	7	65
Pressure from professional colleagues	5	5	10	80
Personal growth	26	45	11	18

Table 2.4: Importance attributed by school administrators to each factor in influencing teachers to enrol in a B.Ed. (N=112)

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %	UNABLE TO SAY %
To improve classification and salary	68	23	8	1	1
To ensure security of employment	21	28	35	13	4
To improve promotional prospects	38	37	21	5	-
For intellectual stimulation	12	26	37	19	6
The B.Ed. was a logical step after upgrading	6	39	30	12	13
To improve their professional competence	14	36	33	12	5
To gain information about a specific topic	3	13	34	38	12
A perception of the B.Ed. as an integral part of a teacher's professional development	7	18	40	27	8
Information about the program from colleagues	2	15	45	24	15
To gain a broader understanding of educational issues	7	21	46	20	5
To re-enter the teaching profession after an absence	6	28	32	17	16
Pressure from professional colleagues	2	6	23	58	12
Personal growth	10	24	44	19	4

Relationship between sex and reasons for enrolling

Table 2.5: Factors for which the responses of male and female graduates differ significantly*

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
Male graduates (N=79)				
To ensure security of employment	29	39	19	14
To improve promotional prospects	48	24	11	17
For intellectual stimulation	17	51	22	11
A perception of the B.Ed. as an integral part of a teacher's development	11	46	33	10
To re-enter the teaching profession after an absence	3	-	2	94
Personal growth	23	50	19	9
Female graduates (N=113)				
To ensure security of employment	65	14	13	8
To improve promotional prospects	22	24	25	29
For intellectual stimulation	40	42	15	4
A perception of the B.Ed. as an integral part of a teacher's development	33	34	27	7
To re-enter the teaching profession after an absence	27	8	9	56
Personal growth	47	42	8	4

* In testing for differences among groups, a chi-square test was used. The significance level was set at .01.

Table 2.6: Factors for which the responses of male and female students differ significantly

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
Male students (N=70)				
To ensure security of employment	22	25	31	22
To improve promotional prospects	35	38	10	18
For intellectual stimulation	26	29	27	18
To gain information about a specific topic	4	24	43	30
To re-enter the teaching profession after an absence	-	1	-	99
Personal growth	30	36	22	13
Female students (N=116)				
To ensure security of employment	4	21	14	21
To improve promotional prospects	22	18	22	38
For intellectual stimulation	51	32	15	3
To gain information about a specific topic	19	29	25	27
To re-enter the teaching profession after an absence	27	6	4	63
Personal growth	51	34	14	2

Table 2.7: Factors for which the responses of male and female withdrawals differ significantly

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
Male withdrawals (N=49)				
To improve promotional prospects	26	25	33	16
The B.Ed. was a logical step after upgrading	6	49	23	23
Female withdrawals (N=82)				
To improve promotional prospects	11	10	31	48
The B.Ed. was a logical step after upgrading	47	29	13	10

Relationship between age and reasons for enrolling

Table 2.8: Factors for which the responses of graduates in various age groups differ significantly*

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
The B.Ed. was a logical step after upgrading				
Under 25 years (N=12)	-	31	39	30
26-30 years (N=57)	8	11	11	70
31-45 years (N=105)	30	28	13	30
Over 45 years (N=15)	57	19	10	14

Table 2.9: Factors for which the responses of students in various age groups differ significantly*

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORTO-ANT %	UN-IMPORT-ANT %
Under 25 years (N=22)				
The B.Ed. was a logical step after upgrading	-	23	11	67
To improve your professional competence	36	46	18	-
Pressure from professional colleagues	-	2	23	75
26 to 30 years (N=61)				
The B.Ed. was a logical step after upgrading	5	19	10	66
To improve your professional competence	27	54	19	1
Pressure from professional colleagues	4	1	12	83
31 to 45 years (N=96)				
The B.Ed. was a logical step after upgrading	19	27	21	34
To improve your professional competence	48	37	14	-
Pressure from professional colleagues	2	5	6	87
Over 45 years (N=7)				
The B.Ed. was a logical step after upgrading	47	42	-	11
To improve your professional competence	28	41	-	31
Pressure from professional colleagues	29	-	29	42

Table 2.10: Factors for which the responses of withdrawals in various age groups differ significantly

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
To ensure security of employment				
Under 25 years (N=20)	12	47	22	19
26-30 years (N=49)	27	33	21	19
31-45 years (N=45)	43	25	13	20
Over 45 years (N=16)	9	18	2	71

Relationship between teaching experience and reasons for enrolling

Table 2.11: Factors for which the responses of graduates with various lengths of teaching experience are significantly different

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
4 to 6 years (N=52)				
The B.Ed. was a logical step after upgrading	14	16	21	50
To re-enter the teaching profession after an absence	31	5	11	53
7-10 years (N=49)				
The B.Ed. was a logical step after upgrading	14	23	6	57
To re-enter the teaching profession after an absence	27	-	5	68
More than 10 years (N=87)				
The B.Ed. was a logical step after upgrading	36	26	14	24
To re-enter the teaching profession after an absence	4	9	5	83

Table 2.12: Factor for which the responses of withdrawals with various lengths of teaching experience are significantly different

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
To ensure security of employment				
1-3 years (N=12)	12	21	25	42
4-6 years (N=37)	16	49	24	11
7-10 years (N=38)	40	18	21	22
More than 10 years (N=43)	34	29	5	32

Table 2.13: Reasons given by teachers for not enrolling in a B.Ed. degree (N=191)

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
The perceived irrelevance of the course	18	30	28	23
Lack of confidence in your ability to complete the degree	7	16	18	60
Lack of time to do further studies	58	22	13	7
The particular subjects offered did not suit your requirements	26	24	17	33
The program would not contribute to your professional development as a teacher	17	21	25	37
Preference for alternative studies	24	16	17	43
Lack of interest in further study	11	20	29	41
Quality of the B.Ed.	9	16	25	50
Administrative delays and problems	6	8	15	71
Family commitments	51	19	10	20
Geographical isolation	13	16	15	56
Commitment to pupils and colleagues	42	28	16	14
Restriction on places available in the program	5	3	20	71
Unfavourable comments about the degree from teachers enrolled or previously enrolled	14	19	20	48

APPENDIX 3

BACHELOR OF EDUCATION PROGRAMS: INTENTIONS, STRUCTURES AND CONTENT

Aims of the program

Table 3.1: Emphasis which graduates considered should be given to each aim of the B.Ed. program (N=192)

	GREAT %	MODERATE %	LITTLE %	NONE %
Improving teachers' professional competencies	74	25	1	-
Developing a broader outlook in teachers as individuals	48	41	9	2
Providing teachers with a deeper theoretical understanding of education	19	54	21	6
Improving teachers' ability to interact professionally with colleagues and community members	36	49	14	1
Improving teachers' understanding of curriculum development and implementation	53	40	5	2

Table 3.2: Emphasis which students considered should be given to each aim of the B.Ed. program (N=188)

	GREAT %	MODERATE %	LITTLE %	NONE %
Improving teachers' professional competencies	65	34	1	-
Developing a broader outlook in teachers as individuals	52	38	10	-
Providing teachers with a deeper theoretical understanding of education	18	57	25	-
Improving teachers' ability to interact professionally with colleagues and community members	47	41	12	-
Improving teachers' understanding of curriculum development and implementation	49	43	8	-

Table 3.3: Emphasis which school administrators considered should be given to each aim of the B.Ed. program (N=112)

	GREAT %	MODERATE %	LITTLE %	NONE %
Improving teachers' professional competencies	77	21	1	2
Developing a broader outlook in teachers as individuals	61	32	4	3
Providing teachers with a deeper theoretical understanding of education	36	44	14	5
Improving teachers' ability to interact professionally with colleagues and community members	47	40	12	2
Improving teachers' understanding of curriculum development and implementation	68	22	9	2

Table 3.4: Emphasis which lecturers considered should be given to each aim of the B.Ed. program (N=60)

	GREAT %	MODERATE %	LITTLE %	NONE %
Improving teachers' professional competencies	75	21	4	-
Developing a broader outlook in teachers as individuals	51	44	5	-
Providing teachers with a deeper theoretical understanding of education	53	34	13	-
Improving teachers ability to interact professionally with colleagues and community members	32	47	21	-
Improving teachers' udnerstanding of curriculum development and implementation	57	34	7	3

Table 3.5: Emphasis which withdrawals considered should be given to each aim of the B.Ed. program (N=131)

	GREAT %	MODERATE %	LITTLE %	NONE %
Improving teachers' professional competencies	63	32	2	3
Developing a broader outlook in teachers as individuals	35	45	15	5
Providing teachers with a deeper theoretical understanding of education	11	39	38	12
Improving teachers ability to interact professionally with colleagues and community members	38	38	19	6
Improving teachers' udnerstanding of curriculum development and implementation	46	38	15	1

APPENDIX 4

STUDENT EXPERIENCES IN THE B.ED.

External study

Table 4.1: Frequency with which each of the following statements reflects the experiences of graduates who studied externally

	ALL OF THE TIME %	MOST OF THE TIME %	SOME OF THE TIME %	LITTLE OF THE TIME %	NONE OF THE TIME %
The external notes were of high quality (N=137)	19	66	13	2	-
Sufficient use was made of non-print material (N=127)	2	15	37	41	4
Telephone tutorials were helpful (N=55)	25	13	22	18	23
Lecturers were able to be contacted readily (N=128)	10	39	32	15	4
The number of visits by lecturers to regional centres was adequate (N=78)	3	15	18	34	31
It was difficult to attend vacation schools (N=89)	22	16	30	13	19
Vacation schools were useful learning experiences (N=76)	17	33	29	16	6

Table 4.2: Frequency with which each of the following statements reflects the experiences of students studying externally

	ALL OF THE TIME %	MOST OF THE TIME %	SOME OF THE TIME %	LITTLE OF THE TIME %	NONE OF THE TIME %
The external notes were of high quality (N=136)	24	67	9	-	-
Sufficient use was made of non-print material (N=118)	2	16	30	42	11
Telephone tutorials were helpful (N=68)	29	31	10	17	13
Lecturers were generally able to be contacted readily (N=126)	12	35	28	17	9
The number of visits by lecturers to regional centres was adequate (N=61)	4	10	9	38	40
It was difficult to attend vacation schools (N=45)	31	14	14	14	27
Vacation schools were useful learning experiences (N=39)	22	40	17	7	14

Studying internally

Table 4.3: Frequency with which each of the following statements reflects the experiences of graduates who studied internally (N=108)

	ALL OF THE TIME %	MOST OF THE TIME %	SOME OF THE TIME %	LITTLE OF THE TIME %	NONE OF THE TIME %
There was adequate opportunity for students to share their experiences with other teachers enrolled in the B.Ed. during classes, discussion groups or seminars	17	50	24	9	1
Students were given adequate feedback by lecturers	7	48	31	14	-
Generally, lecturers would incorporate into their courses topics teachers felt needed to be covered	2	33	41	22	2
Through class discussion, students were able to receive sufficient feedback from other students	11	33	42	13	-
Lecturers avoided their responsibilities by having students run seminars for a significant proportion of the course	3	11	34	35	17
Lecturers accepted teachers as fellow professionals	14	51	27	5	3
Teachers were able to use teaching experiences as a basis for discussions in lectures and seminars	17	45	27	9	1
Sufficient use was made of teachers' experience in determining the content of the course	1	17	34	40	8
Teaching methods were totally determined by the lecturer	22	51	23	4	-
Lecturers were generally receptive to feedback from students	7	40	41	12	-

Table 4.4: Frequency with which each of the following statements reflects the experiences of students studying internally (N=80)

	ALL OF THE TIME %	MOST OF THE TIME %	SOME OF THE TIME %	LITTLE OF THE TIME %	NONE OF THE TIME %
There was adequate opportunity for students to share their experiences with other teachers enrolled in the B.Ed. during classes, discussion groups or seminars	26	37	30	8	-
Students were given adequate feedback by lecturers	9	37	46	8	-
Generally, lecturers would incorporate into their courses topics teachers felt needed to be covered	4	34	40	23	-
Through class discussion, students were able to receive sufficient feedback from other students	14	34	45	7	-
Lecturers avoided their responsibilities by having students run seminars for a significant proportion of the course	3	15	24	32	25
Lecturers accepted teachers as fellow professionals	36	41	15	7	2
Teachers were able to use teaching experiences as a basis for discussions in lectures and seminars	17	47	28	8	-
Sufficient use was made of teachers' experience in determining the content of the course	4	21	38	32	5
Teaching methods were totally determined by the lecturer	28	41	12	16	2
Lecturers were generally receptive to feedback from students	16	55	24	5	-

Table 4.5: Frequency with which each of the following statements reflects the experiences in the program of graduates with respect to assessment (N=192)

	ALL OF THE TIME %	MOST OF THE TIME %	SOME OF THE TIME %	LITTLE OF THE TIME %	NONE OF THE TIME %
Assignments were sufficiently challenging intellectually	20	60	18	3	-
Assignments enabled the teacher to research a topic and argue for or against a particular position	7	52	33	7	-
There was little freedom in the choice of assessment topics	4	21	45	26	4
The standard required for a particular grade varied between subjects	10	26	39	24	2
There was an opportunity for teachers to consult with examiners after assessment items had been returned	12	28	20	28	13
Assignments were able to be related to your teaching situation	5	34	42	19	-
Projects or other work undertaken in schools could also be used for assessment in the B.Ed. units	4	11	47	30	8
Classroom-based assignments interfered with the work program at the school	-	8	24	44	24
Lecturers were flexible with deadlines for assignments	8	30	31	23	8

Table 4.6: Frequency with which each of the following statements reflects the experiences in the program of students with respect to assessment (N=188)

	ALL OF THE TIME %	MOST OF THE TIME %	SOME OF THE TIME %	LITTLE OF THE TIME %	NONE OF THE TIME %
Assignments were sufficiently challenging intellectually	43	50	5	2	-
Assignments enabled the teacher to research a topic and argue for or against a particular position	18	48	31	3	-
There was little freedom in the choice of assessment topics	10	31	27	21	11
The standard required for a particular grade varied between subjects	9	17	39	22	14
There was an opportunity for teachers to consult with examiners after assessment items had been returned	15	19	24	21	22
Assignments were able to be related to your teaching situation	17	35	36	11	1
Projects or other work undertaken in schools could also be used for assessment in the B.Ed. units	5	18	39	21	16
Classroom-based assignments interfered with the work program at the school	2	10	30	28	31
Lecturers were flexible with deadlines for assignments	17	27	35	10	10

Withdraw from the B.Ed. program

Table 4.7: Stage of the program at which teachers withdraw from the B.Ed. (N=131)

	%
Before lectures commenced	15
During the first few weeks of the course	32
Later in the first semester	33
After completing one or two subjects or units	16
After completing three, four or five subjects or units	5
After completing more than five subjects or units	-

Table 4.8: Importance of each factor in influencing teachers to withdraw from the B.Ed. program (N=131)

	VERY IMPORT-ANT %	MOD. IMPORT-ANT %	SLIGHTLY IMPORT-ANT %	UN-IMPORT-ANT %
The stress of combining teaching, study and family commitments	79	7	4	11
The theoretical bias of the program	33	22	15	30
Ill health	7	4	7	82
Other personal commitments	38	13	13	37
A change in your career ambitions	7	7	8	78
A change in class(es) taught	14	7	3	77
Transfer to another school	7	-	1	93
Poor quality of lectures	7	11	9	73
Poor quality of external notes	7	10	16	67
Insufficient choice of subjects	29	12	13	47
Examination failure	6	3	-	91
Inability to complete assignments on time	26	13	7	54

Table 4.9: Further study intentions of teachers who had withdrawn from the program (N=131)

	%
Re-enrol in a B.ed	53
Enrol in other in-service award activities	42

APPENDIX 5

INFLUENCE OF THE BACHELOR OF EDUCATION DEGREE

Table 5.1: Graduates opinions concerning influences of the Bachelor of Education degree on various aspects of their teaching (N=192)

	Considerable positive influence %	Some positive influence %	Little or no effect %	Some negative influence %	Considerable negative influence %	Unable to say %
Awareness of educational issues	33	60	7	1	-	-
Effectiveness in the classroom	14	62	23	-	-	1
Knowledge of curriculum areas which you teach	24	42	33	-	-	1
Awareness of alternative teaching strategies	27	58	14	1	-	-
Ability to use a range of teaching strategies	17	52	30	-	-	-
Awareness of programs in other educational sectors or schools	14	53	31	1	-	1
Understanding of the educational needs of your pupils	27	55	18	-	-	1
Ability to help new teachers and student teachers in the school	16	46	36	1	-	1
Ability to communicate information and new ideas to colleagues	11	55	32	1	-	1
Skill in English expression	11	32	54	2	-	1
Initiating new programs in the school	16	49	33	1	-	1
Promotional prospects	21	34	39	1	-	5
Participation in professional development activities	18	54	24	1	-	3
Willingness to accept advice	16	46	34	1	-	3
Contribution to school decision-making	18	43	34	1	1	4
Confidence in teaching	28	43	27	1	-	1
Skill in evaluating your teaching	24	52	22	1	1	1
Relating theory to practice	16	60	21	2	1	-
Developing your own educational theories	21	55	23	-	-	2
Relationships with other teachers	6	30	60	1	-	2
Adapting curricula to the school situation	16	48	34	1	-	1
Communication with parents	14	35	49	1	-	1

Table 5.2: Students opinions concerning influences of the Bachelor of Education degree on various aspects of their teaching (N=188)

	Considerable positive influence %	Some positive influence %	Little or no effect %	Some negative influence %	Considerable negative influence %	Unable to say %
Awareness of educational issues	38	54	8	-	-	1
Effectiveness in the classroom	10	54	29	3	-	4
Knowledge of curriculum areas which you teach	13	45	37	1	1	4
Awareness of alternative teaching strategies	21.	52	22	1	-	3
Ability to use a range of teaching strategies	11	43	40	-	1	4
Awareness of programs in other educational sectors or schools	16	42	34	-	1	6
Understanding of the educational needs of your pupils	21	57	21	-	-	-
Ability to help new teachers and student teachers in the school	13	36	40	3	1	8
Ability to communicate information and new ideas to colleagues	16	46	33	-	1	3
Skill in English expression	11	30	52	1	-	5
Initiating new programs in the school	11	36	47	2	-	4
Promotional prospects	17	36	36	-	2	9
Participation in professional development activities	20	42	32	2	1	4
Willingness to accept advice	15	47	36	-	-	2
Contribution to school decision-making	13	41	37	2	-	7
Confidence in teaching	21	47	31	1	-	1
Skill in evaluating your teaching	24	53	22	-	-	2
Relating theory to practice	16	54	26	1	1	2
Developing your own educational theories	26	51	20	1	-	3
Relationships with other teachers	9	32	53	2	-	5
Adapting curricula to the school situation	11	58	26	-	-	5
Communication with parents	7	26	61	-	-	5

Table 5.3: School administrators opinions concerning influences of the Bachelor of Education degree on teachers (N=112)

	Considerable positive influence %	Some positive influence %	Little or no effect %	Some negative influence %	Considerable negative influence %	Unable to say %
Awareness of educational issues	20	66	10	-	2	2
Effectiveness in the classroom	3	54	39	-	3	2
Knowledge of curriculum areas which they teach	12	48	36	-	2	2
Awareness of alternative teaching strategies	19	63	15	1	1	1
Ability to use a range of teaching strategies	7	51	38	1	2	1
Awareness of programs in other educational sectors or schools	10	48	36	-	2	4
Understanding of the educational needs of their pupils	15	53	27	1	3	2
Ability to help new teachers and student teachers in the school	7	28	53	7	2	3
Ability to communicate information and new ideas to colleagues	8	40	44	3	3	2
Skill in English expression	6	19	60	7	3	5
Initiating new programs in the school	6	46	43	2	2	2
Promotional prospects	20	53	22	2	-	4
Participation in professional development activities	10	51	33	2	2	3
Willingness to accept advice	5	23	43	14	6	9
Contribution to school decision-making	8	39	46	1	4	2
Confidence in teaching	11	51	30	2	2	4
Skill in evaluating their teaching	10	49	37	-	1	4
Relating theory to practice	6	44	40	3	3	5
Developing their own educational theories	5	49	38	-	2	6
Relationships with other teachers	4	19	63	6	2	6
Adapting curricula to the school situation	6	47	41	1	3	4
Communication with parents	6	19	58	6	3	7

School contextual factors

Table 5.4: Proportion of B.Ed. graduates agreeing with statements relating to school contextual factors (N=172)

	STRONGLY AGREE %	AGREE %	UN-DECIDED %	DIS-AGREE %	STRONGLY DIS-AGREE %
While studying for the B.Ed -					
other teachers were generally supportive of your involvement in the program	13	55	16	15	2
other teachers were generally receptive to new ideas you wished to introduce to the school	4	45	29	21	1
your teaching or contribution to the school suffered when study pressures were high	16	38	10	30	5
most colleagues were unaware of your participation in the program	5	20	8	54	12
the desire to try new ideas in the classroom had to be balanced with the need to complete the work on which pupils would be assessed	24	56	9	10	2
principals and other administrative staff were supportive	20	55	16	7	3
there was a conflict between the values and assumptions of the tertiary institution and those of the school	6	29	30	32	3

Table 5.5: Proportion of B.Ed. students agreeing with statements relating to school contextual factors (N=156)

	STRONGLY AGREE %	AGREE %	UN-DECIDED %	DIS-AGREE %	STRONGLY DIS-AGREE %
While studying for the B.Ed -					
other teachers were generally supportive of your involvement in the program	20	45	18	14	4
other teachers were generally receptive to new ideas you wished to introduce to the school	2	31	40	26	2
your teaching or contribution to the school suffered when study pressures were high	38	37	10	12	3
most colleagues were unaware of your participation in the program	4	29	14	42	11
the desire to try new ideas in the classroom had to be balanced with the need to complete the work on which pupils would be assessed	20	52	12	11	5
principals and other administrative staff were supportive	22	56	14	6	2
there was a conflict between the values and assumptions of the tertiary institution and those of the school	13	26	25	34	3

Table 5.6: Proportion of school administrators agreeing with statements relating to school contextual factors (N=112)

	STRONGLY AGREE %	AGREE %	UN-DECIDED %	DIS-AGREE %	STRONGLY DIS-AGREE %
While teachers were studying for the B.Ed -					
other teachers were generally supportive of their involvement in the program	5	52	23	19	1
other teachers were generally receptive to new ideas teachers wished to introduce to the school	3	38	38	17	4
their teaching or contribution to the school suffered when study pressures were high	26	41	14	16	3
most colleagues were unaware of their participation in the program	9	42	17	31	2
the desire to try new ideas in the classroom had to be balanced with the need to complete the work on which pupils would be assessed	14	53	18	14	1
administrative staff were supportive	13	66	16	3	2
there was a conflict between the values and assumptions of the tertiary institution and those of the school	10	30	30	29	2

APPENDIX 6

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